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ABSTRACT

This section on job-related instruction is one of three that comprise a program entitled Related Instruction for Cooperative Part-Time Training. (Other sections are Personal Development and Basic Life Skills.) It contains nine instructional units. Each unit includes the following basic components: unit and specific objectives, notes to the coordinator (outline of steps to follow to accomplish objectives), answers to assignment sheets and tests, information sheets that provide content essential for meeting the cognitive objectives of the program, transparency masters, assignment sheets, and tests. A unit is planned to cover more than one lesson or period of instruction. Units included in this section are Orientation, Job Application and Interview, Safety, Employer-Employee Relations, Getting Along With Co-Workers, Salaries: Where Do They Go, Changing Jobs and Resignations, Labor Unions, and Free Enterprise. (YLB)

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ED216178

JOB-RELATED INSTRUCTION FOR COOPERATIVE PART-TIME TRAINING

Coordinator's Guide

Prepared by Durwin Hohhertz

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JOB-RELATED INFORMATION

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PREFACE

There are certain basic knowledges and skills that a person entering the world of work must possess in order to succeed and to achieve personal goals. This publication is an attempt to identify those elements and to provide the instructor a practical and logical means of presenting the material in a manner which will help the student relate the importance of each to a future job and to everyday life.

For the purpose of suggesting a teaching sequence, the material is arranged in three sections: Job-Related, Personal Development, and Basic Life Skills. Each section encompasses numerous units with information sheets, transparency masters, assignment sheets, and tests. A unit may be used in total or in part, and the material is planned for use in any sequence that is feasible.

The range of content and the variety of activities are a result of the cooperation of experienced instructors who shared what they have gained through their close contact with the needs of industry. These and other individuals who contributed to the development of this publication have focused the content and activities on the academic level and interests of students in the Cooperative Part-time Training Program.

Although this publication is arranged for convenient location and follow-through, it still is necessary for the instructor to preview and organize the content into a teaching plan that will provide for localizing and personalizing in order to motivate students. These are the special contributions that are a "must" in making the materials a meaningful part in the teaching-learning process.

Although all who contributed to this publication have made every effort to provide a comprehensive coverage of the basic areas taught in Cooperative Part-time Training, it is obvious that in time there may be weaknesses or the need for additions which will be identified by the individuals using these materials. We will welcome any suggestions and we hope those who use these materials will feel free to let us know of any way we can make the publication more useful.

Durwin Hohhertz
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East Texas State University

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The content of this publication was planned and developed by the following guest writers:

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Patsy Spracklen, Coordinator, Arlington High School, Arlington

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Area XII	Benny Frazier	San Antonio

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USE OF THE INSTRUCTIONAL UNITS

INSTRUCTIONAL UNITS

Related Instruction for Cooperative Part-time Training includes 25 units of instruction which are divided into three sections: Job-Related, Personal Development, and Basic Skills. Each instructional unit includes the following basic components: objectives, notes to the coordinator, information sheets, transparency masters, assignment sheets, tests, and answers to assignments and tests. Each unit is planned to cover more than one lesson or period of instruction.

Previewing the unit before the lesson will help the instructor to determine:

A. The amount of material to be covered in each class period.

B. Supplemental materials that must be ordered.

C. Supplies that will be needed during the lesson.

D. Resource people who must be contacted.

E. The teaching sequence for the information and activities.

OBJECTIVES

Each unit of instruction is based on performance objectives. These objectives state the goals of the program, thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, which state the subject matter to be covered in the unit, and specific objectives, which state the student performance required to meet the unit objective.

Since the objectives of the unit provide direction for the teacher-learning process, it is important for the teacher and students to discuss the objectives prior to covering the information in the unit. This will provide a common understanding between teacher and student of the intent of the objectives. Performance terms have been used in all objectives for the units to assist in promoting the effectiveness among all individuals using the materials.

Teachers should feel free to add objectives which will fit the material to the needs of the students, program, and employee sponsors. When objectives are added, corresponding information, assignment, and tests should be designed and included.

NOTES TO THE COORDINATOR

Each unit provides a "Notes to the Coordinator" sheet outlining steps to follow in accomplishing specific objectives. The instructor should carefully preview this sheet prior to any lesson, making additional notes that would assist during the session.

In addition, the instructor should select, sequence, or modify any information and assignment sheets deemed necessary for the local teaching situation. Arrangements should be made and supplies should be assembled as required for any assignment sheets selected.

Instructors are strongly encouraged to use any additional instructional activities, methods, and references that would aid in accomplishing the objectives.

ANSWERS TO ASSIGNMENT SHEETS AND TESTS

Answers for assignments and tests are provided directly after the "Notes to the Coordinator" and may be used by the teacher and/or coordinator for checking student achievement of the objectives. Many of the assignments are geared more to student participation and must be evaluated to the satisfaction of the instructor.

INFORMATION SHEETS

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the program. The instructor will find that the information sheets serve as one excellent guide for presenting the background knowledge necessary to complete the assignments and unit objectives.

Students should be allowed to read information sheets before the information is discussed in class. Students may take additional notes on the information sheets in the student manuals.

TRANSPARENCY MASTERS

Transparency masters present information is a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information, stimulate discussion, or reinforce information presented in the information sheets. They are also very effective when identification is necessary.

Transparencies should be made from the masters and placed in the teacher's notebook where they will be readily available for use. Transparencies will direct attention of the class to the topic of discussion as well as generate other thoughts for discussion.

ASSIGNMENT SHEETS

Assignment sheets provide direction to study and also provide application and reinforcement of cognitive materials presented. These may be given to the student for completion in class or may be used as homework assignments. Answer sheets are provided which may be used by the teacher and/or student in checking student progress.

The instructor should preview the assignment and "Notes to the Instructor" prior to making student assignments to assure information has been covered and all supplies required are available. Class time should be set aside for those activities that are to be presented to the class or require group participation. Those assignments that require student participation rather than written answers should be evaluated to the satisfaction of the instructor.

TESTS

Written tests are provided to measure students' understanding of the information covered in each information sheet. Individual test items may be used as a short test or oral quiz to assist the instructor in spotting difficulties being encountered by students in their efforts to accomplish the unit objective. The individual tests over the information sheets may also be grouped as a semester or unit test. The instructor should construct additional test items for any objectives and information added to the unit.

UNIT I

ORIENTATION

UNIT OBJECTIVE

After completion of this unit, the student will be able to explain the purpose and advantages of a cooperative training program, list the rules and regulations, and complete the forms used throughout the year. The student will also be able to point out the vocational programs and the youth organizations associated with each. The student will discuss the organization of the youth club, employer appreciation, and the laws affecting cooperative training. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit tests.

SPECIFIC OBJECTIVES

Upon completion of this unit, the student will be able to:

1. Match the terms and definitions associated with Cooperative Part-time Training.
2. Explain the operation of the Cooperative Part-time Training Program.
3. Point out the advantages of the cooperative program.
4. Match occupational areas to the Cooperative Vocational Education Program.
5. Identify the pre-employment vocational programs.
6. Point out the youth leadership organization associated with each vocational program.
7. Point out the eligibility requirements for a student to enter a cooperative program.
8. Select the individual responsibilities expected of each student in the program.
9. Determine the characteristics of a good training station.
10. Identify the purposes of the forms used in the cooperative program.
11. Identify the forms used in the cooperative program.
12. Select the objectives of the Vocational Opportunities Clubs of Texas.
13. Point out the organization of the local chapter.

14. List the club activites in VOCT organizations.
15. Point out the information found in the VOCT Leadership Handbooks.
16. Select the best methods of showing appreciation to your employer during the employer-employee banquet, with appreciation certificates, and by using "Thank You" letters.
17. Explain the purpose of the Fair Labor Standards Act.
18. Point out the provisions of the Fair Labor Standards Act.

UNIT I

ORIENTATION

NOTES TO THE COORDINATOR

I. Objective sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective with the students.

   C. Have students complete the objectives in the most logical sequence for classroom organization.

II. Information and assignment sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Discuss the terms and definitions with the students.

         (NOTE: Be sure students understand the use of each of the sheets within the unit.)

      2. Relate how each term applies to the program.

      3. Provide explanations of other introductory terms the students should know.

      4. Use ASSIGNMENT SHEET 1--CHECKING NEW TERMS to reinforce this area of information.

   B. INFORMATION SHEET 2--THE COOPERATIVE PROGRAM

      1. Explain how the cooperative program fits into vocational education.

      2. Relate the advantages of the cooperative program to the student, school, and community.

      3. Have students complete ASSIGNMENT SHEET 2--DESCRIBE THE COOPERATIVE PART-TIME TRAINING PROGRAM to reinforce this area of information.

   C. INFORMATION SHEET 3--VOCATIONAL PROGRAMS

      1. Describe the other vocational programs in your school.

      2. Explain how they are related.

      3. Discuss the difference in pre-employment laboratory programs and cooperative programs.

      4. Discuss the youth organizations that are associated with each program. (Transparency 1)

5. Have students complete the following assignment sheets to reinforce this area of information:

    a. ASSIGNMENT SHEET 3--IDENTIFYING VOCATIONAL PROGRAMS AND CLUBS

        (NOTE: If only a few programs are offered in your school, have the students list those offered in Texas.)

    b. ASSIGNMENT SHEET 4--PLAN FOR NATIONAL VOCATIONAL EDUCATION WEEK

        (1) Discuss this activity and brainstorn in class before having students list individual thoughts.

        (2) Compile the comments on the sheets of the students and use as a topic for discussion at the first club meeting.

D. INFORMATION SHEET 4--PROGRAM POLICIES

1. Discuss each of the program policies with students.

    (NOTE: Be sure to include local policies with those listed, and add the phone number on page 47.)

2. Explain the types of training that should be provided at the training station.

    (NOTE: The coordinator may want to discuss procedures for the student to use to notify the coordinator in event of a poor training situation.)

3. Have students complete the following assignment sheets to reinforce this area of information.

    a. ASSIGNMENT SHEET 5--RESPONSIBILITY IN COOPERATIVE TRAINING PROGRAMS

        (NOTE: Have students and parents sign the responsibility agreement.)

    b. ASSIGNMENT SHEET 6--TRAINING STATION PUZZLE

        (NOTE: Have students work together to complete the puzzle.)

E. INFORMATION SHEET 5--FORMS USED IN COOPERATIVE PROGRAMS

1. Explain the need for the forms used in cooperative programs.

2. Show the completion certificate each student receives. (Transparency 2)

3. Have students complete the following assignment sheets to provide information needed.

   a. ASSIGNMENT SHEET 7--APPLICATION FOR COOPERATIVE PART-TIME TRAINING

      (NOTE: If the students have already completed this form, have them make any changes necessary.)

   b. ASSIGNMENT SHEET 8--COOPERATIVE PART-TIME TRAINING DATA SHEET

      (NOTE: Stress the importance of keeping the information up-to-date during the year.)

   c. ASSIGNMENT SHEET 9--COOPERATIVE TRAINING PLAN

      (NOTE: Have students fill in the information from their training plan or anticipated job.)

   d. ASSIGNMENT SHEET 10--INTRODUCTION SHEET

      (NOTE: Instruct the students to use the sheet as an introduction when applying for a job.)

   e. ASSIGNMENT SHEET 11--STUDENT-EMPLOYEE PERFORMANCE EDUCATION

      (1) Explain how excellent ratings can be attained for each factor.

      (2) Explain how ratings will relate to grades.

   f. ASSIGNMENT SHEET 12--SEMESTER SUMMARY OF EARNINGS

      (NOTE: Show the students how to fill out the semester figures.)

   g. ASSIGNMENT SHEET 13--EMPLOYER LETTER OF HAZARDOUS OCCUPATION

      (NOTE: The coordinator should take this letter by the training station and it should be explained to the student to report to the coordinator any continuous hazardous conditions.)

   h. ASSIGNMENT SHEET 14--COMPLETE A STUDENT WORK RECORD

      (1) Explain how to group similiar work experiences.

      (2) Show the students how to calculate the figures on the form.

F. INFORMATION SHEET 6--YOUTH LEADERSHIP

1. Show the official leadership handbook and contest guide. (Transparency 3)
2. Discuss the selection of officers and the importance of good officers. (Transparencies 4 and 5)
3. Discuss the activities of the year.
4. Explain the general duties of each office. (Transparency 3)
5. Use the following assignment sheets to reinforce youth leadership.
    a. ASSIGNMENT SHEET 15--IDENTIFY THE OBJECTIVES OF VOCT

        (NOTE: Compile a master list of objectives on the chalk board and have the class to decide on the most important objectives.)

    b. ASSIGNMENT SHEET 16--SELECTING OFFICERS
        (1) Explain the importance of having working officers.
        (2) Discuss the specific duties of each office. (Transparency 5)
    c. ASSIGNMENT SHEET 17--PLANNING CLUB ACTIVITIES
        (1) Compile a master list on the chalk board of activities listed by the students.
        (2) As a group, plan a yearly calendar.

            (NOTE: You may provide copies for the parents of each student.)

G. INFORMATION SHEET 7--EMPLOYER APPRECIATION

1. Discuss the importance of the employer-employee banquet.
2. Appoint committees to begin work on various parts of the banquet.
3. Have students complete the following assignments to reinforce this area of information.
    a. ASSIGNMENT SHEET 18--PLAN WAYS OF SHOWING EMPLOYER APPRECIATION
        (1) Brainstorm ways of showing appreciation for employers.
        (2) Show the sample appreciation certificate. (Transparency 6)

b. ASSIGNMENT SHEET 19--PLAN AN EMPLOYER-EMPLOYEE BANQUET

(NOTE: List other things on which committees of students may begin working.)

c. ASSIGNMENT SHEET 20--WRITING A THANK-YOU LETTER

(1) Discuss the form and contents of the letter.

(2) Have students prepare a sample letter to keep in their notebook for later use.

4. Explore the possibility of a joint banquet with other coop programs.

H. INFORMATION SHEET 8--LAWS AFFECTING COOPERATIVE TRAINING

1. Discuss the Fair Labor Standards Act

2. Explain how the hazardous occupations listing concerns the students.

3. Use ASSIGNMENT SHEET 21--DETERMINING THE CORRECT LAWS

a. Explain why each marked "violation" is considered a violation of the law.

b. Discuss other potential violations and ways of dealing with each.

III. Answers to assignment sheets

A. Some answers to assignment sheets will vary according to training and should be graded individually.

B. Some assignment sheets will not have specific answers but will depend upon student participation.

IV. Unit test

A. The test is divided into eight parts.

1. Each part covers one information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire eight test parts upon completion of all the information and assignment sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

   C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to unit test.

   A. Answers are based on total information covered in the unit.

   B. For convenience in grading, make corresponding answer sheets for any test parts added.

VI. References

   A. VOCT Leadership Handbook, Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

   B. VOCT Competitive Activities Guide, Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

   C. Instructor's Guide for Cooperative Part-Time CVAE, Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

UNIT I

ORIENTATION

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

A. 2

B. 3

C. 3

D. 2

E. 2

F. 3

G. 1

H. 3

Assignment Sheet 2

A. 1. work

2. businesses

3. succeed

4. training plan

5. coordinator

B. 1. S

2. S

3. E

4. C

5. Sc

6. Sc

7. C

8. E

9. S

10. S

Assignment Sheet 3

Answers should include each vocational program and youth organization in your school.

Assignment Sheet 4 and 5

Evaluated to the satisfaction of the instructor.

Assignment Sheet 6

Across

3. communications
6. advancement
8. employment
10. modern
11. yellow
14. safe
16. problems
18. three
19. fifteen
20. guide
21. employer

Down

1. location
2. school
3. conditions
4. ads
5. former employers
7. agreement
9. variety
12. progression
13. wages
15. permanent
17. minimum

Assignment Sheets 7-13

Completed to the satisfaction of the instructor.

Assignment Sheet 14

(See following pages)

Assignment Sheets 15-20

Completed to the satisfaction of the instructor.

Assignment Sheet 21

	within the law	violation of the law
A.	✓	
B.		✓
C.	✓	
D.		✓
E.	✓	
F.	✓	
G.		✓
H.		✓
I.	✓	
J.		✓

ANSWERS TO ASSIGNMENT SHEET 14

FIRST WEEK

COOPERATIVE EDUCATION
STUDENT WORK RECORD

TYPE OF COOPERATIVE PROGRAM ____________________

NAME ____________________ TRAINING STATION LAWN CARE SERVICES

JOB TITLE SMALL ENGINE SALES & REPAIR DATE 9-1-81 THROUGH 9-6-81

JOB EXPERIENCE	M	T	W	Th	F	S	S	This Weeks Hours Per Job	Total Hours Per Job For Prior Weeks	Total Hours Per Job To Date
Maintenance	½	½		½		½		2	0	2
Selling		½			1	4		5½	0	5½
Delivery					1	3		4	0	4
Installation					1			1	0	1
Repair		½	3					3½	0	3½
Display		½						½	0	½
Ordering		1		1				2	0	2
Bookkeeping				1		½		1½	0	1½
Stocking	2½			½				3	0	3
SALARY PER HOUR FOR WEEK $3.00								23	TOTALS	23

GROSS SALARY PER WEEK------------$ 69.00 (Include withholdings, bonus and also commission).

ACCUMULATED SALARY---------$ 0

TOTAL SALARY TO DATE-------$ 69.00

NOTE: In the squares following each job experience complete the time as follows: 1 1/4; 1 1/2; 1 3/4.

SAMPLE ONLY - To be prepared by each teacher-coordinator.

ANSWERS TO ASSIGNMENT SHEET 14

SECOND WEEK

COOPERATIVE EDUCATION
STUDENT WORK RECORD

TYPE OF COOPERATIVE PROGRAM ____________

NAME ____________ TRAINING STATION Lawn Care Services

JOB TITLE Small Engine Sales & Repair DATE 9-8-81 THROUGH 9-13-81

JOB EXPERIENCE	M	T	W	Th	F	S	S	This Weeks Hours Per Job	Total Hours Per Job For Prior Weeks	Total Hours Per Job To Date
Maintenance		½	½	½	½	½		2½	2	4½
Selling						7½		7½	5½	13
Delivery	3	½						3½	4	7½
Installation		2						2	1	3
Repair			2½					2½	3½	6
Display				1				1	½	1½
Ordering								0	2	2
BookKeeping								0	1½	1½
Stocking				1½	2½			4	3	7
Operating Calculator	½							½	0	½
SALARY PER HOUR FOR WEEK $3.00								23½	TOTALS	46½

GROSS SALARY PER WEEK------------$ 70.50 (Include withholdings, bonus and also commission).

ACCUMULATED SALARY---------$ 69.00

TOTAL SALARY TO DATE-------$ 139.50

NOTE: In the squares following each job experience complete the time as follows: 1 1/4; 1 1/2; 1 3/4.

SAMPLE ONLY - To be prepared by each teacher-coordinator.

ANSWERS TO ASSIGNMENT SHEET 14

THIRD WEEK

COOPERATIVE EDUCATION
STUDENT WORK RECORD

TYPE OF COOPERATIVE PROGRAM ____________

NAME ____________ TRAINING STATION LAWN CARE SERVICES

JOB TITLE SMALL ENGINE SALES & REPAIR DATE 9-15-81 THROUGH 9-21-81

JOB EXPERIENCE	M	T	W	Th	F	S	S	This Weeks Hours Per Job	Total Hours Per Job For Prior Weeks	Total Hours Per Job To Date
Maintenance	½	½	½	½	½	½		3	4½	7½
Selling						7½		7½	13	20½
Delivery		2½		2				4½	7½	12
Installation	2½							2½	3	5½
Repair			2½					2½	6	8½
Display				½				½	1½	2
Ordering				2				2	2	4
Bookkeeping					2			2	1½	3½
Stocking					½			½	7	7½
Operating Calculator								0	½	½

SALARY PER HOUR FOR WEEK $3.00 25 TOTALS 71½

GROSS SALARY PER WEEK----------$ 75.00 (Include withholdings, bonus and also commission).

ACCUMULATED SALARY---------$ 139.50

TOTAL SALARY TO DATE--------$ 214.50

NOTE: In the squares following each job experience complete the time as follows: 1 1/4; 1 1/2; 1 3/4.

SAMPLE ONLY - To be prepared by each teacher-coordinator.

UNIT I

ORIENTATION

ANSWERS TO TEST

Part 1

1. m
2. d
3. e
4. f
5. a
6. b
7. n
8. g
9. j
10. h
11. l
12. k
13. c
14. i

Part 2

1. a. 2
    b. 1
    c. 2
    d. 1
2. a. ✓
    b.
    c. ✓
    d.
    e. ✓
    f. ✓
    g. ✓
    h. ✓
    i. ✓
    j. ✓

Part 3

1. a. 4
    b. 2
    c. 5
    d. 1
    e. 3
    f. 6
    g. 7
2. a. 3
    b. 1
    c. 2
    d. 3
    e. 3
    f. 1
    g. 2
    h. 3

3. a. HOSA
b. VOCT
c. FFA
d. VICA
e. OEA
f. VOCT
g. HERO
h. VICA
i. VOCCT
j. FHA
k. DECA

Part 4

1. a. ✓
b.
c. ✓
d. ✓
e. ✓
f.
g. ✓
h. ✓
i. ✓

2. a. 1
b. 1
c. 2
d. 2
e. 1
f. 2
g. 1
h. 2
i. 1
j. 1
k. 1

3. a. yes
b. yes
c. no
d. yes
e. yes
f. no
g. yes
h. yes
i. no
j. yes

Part 5

1. a. ✓
b.
c. ✓
d. ✓
e. ✓

2. a. 3
   b. 5
   c. 2
   d. 6
   e. 4
   f. 1
   g. 11
   h. 7
   i. 9
   j. 8
   k. 10
   l. 12

Part 6

1. a. ✓
   b. ✓
   c.
   d. ✓
   e. ✓
   f. ✓

2. a. True
   b. False
   c. False
   d. True

3. a. Club meetings
   b. Area or state leadership contests
   c. Social activities
   d. VOCT Service Activities
   e. Fund-raising activities

4. a.
   b.
   c.
   d.
   f.
   g.

Part 7

1. c
2. b
3. a
4. a
5. c
6. a
7. b
8. c
9. c
10. b

Part 8

1. Explanation should include:

    a. The Fair Labor Standards Act is also known as the "Wage and Hour Law."

    b. It is intended to protect young workers from being abused by employers.

    c. It concerns businesses that are involved in interstate or foreign commerce or those grossing over $250,000 a year.

2. a. False

    b. False

    c. True

    d. False

    e. True

    f. True

    g. False

    h. True

UNIT I

ORIENTATION

INFORMATION SHEET 1--TERMS AND DEFINITIONS

A. Assignment sheets (brown)--Provide activities which will help relate the information provided in the unit.

B. Attitude--The manner of acting, feeling, or thinking that shows a person's personality.

C. Commerce--Buying or selling of goods (trade).

D. Cooperative Vocational Education Programs--Instructional programs in which students receive school credit for the on-the-job training in some occupation.

EXAMPLES: CVAE, ICT, DE, HOE

E. Coordinated Vocational Academic Education (CVAE)--Work training program.

F. Foreign commerce--Trade involving a company in a foreign country.

G. Information sheets (green)--Provide the information necessary to complete the unit and space to make any additional notes.

H. Interstate commerce--Trade that is carried on across state lines.

EXAMPLE: Trade between companies in Texas and New Mexico.

I. Objective sheet (white)--State the types of performance expected of the student to satisfactorily complete the unit.

J. Orientation--Becoming familiar with the features of CVAE.

K. Teacher/Coordinator--The individual who conducts the classroom phase of the training and relates that instruction to the learning acquired on the job and who makes visits to the student's place of employment.

(NOTE: This is to be sure that the student is receiving the training described in the training plan.)

L. Test sheet (yellow)--Provides a method for checking one's understanding of the information in the unit.

M. Training plan--The formal agreement between the school, the employer, the student, and the student's parent which describes the skills the student will learn in the position he/she will fill, the number of hours the student will work weekly, and the wages to be paid.

N. Training station--The business firm or industry where the student receives on-the-job training in some occupation.

O. Vocational Opportunities Clubs of Texas (VOCT)--Youth leadership organization.

UNIT I

ORIENTATION

ASSIGNMENT SHEET 1--CHECKING NEW TERMS

Directions: Complete the following statements by choosing from the list and writing the correct answer in the blank.

A. The abbreviation of the youth leadership organization for coordinated vocational academic education is ____________.

1. CVAE
2. VOCT
3. VICA

B. The _______________ sheet provides activities which will help relate the information provided in the unit.

1. Objective
2. Information
3. Assignment

C. The ______________ sheet provides a method of checking one's understanding of the information in the unit.

1. Information
2. Assignment
3. Test

D. The manner of acting, feeling, or thinking that shows a person's personality is his/her _____________________.

1. I.Q.
2. Attitude
3. Ability

E. The business firm or industry where the student receives on-the-job training in some occupation is the ___________________.

1. Training plan
2. Training station
3. Training division

F. Cooperative Vocational Education programs are the instructional programs in which students receive ______________________________.

1. Time off from school
2. School credit for on-the-job training
3. Money to stay away from school

G. A training plan is the formal agreement between the school, employer, and ______________.

1. Student
2. Parent
3. Counselor

H. ________________________ is the buying and selling of goods.

1. Importing
2. Stealing
3. Commerce

UNIT I

ORIENTATION

TEST--PART 1

Directions: Match the terms and definitions associated with Cooperative Part-time Training by writing the number of the correct term in the blanks at the left.

_____1. Trade involving a company in a foreign country.

_____2. Provide the information necessary to complete the unit

_____3. Provide activities which will help to learn the material provided by the information sheet

_____4. The manner of acting, feeling, or thinking that shows a person's personality

_____5. Work training program

_____6. Youth leadership organization

_____7. Instructional program in which students receive school credit for on-the-job training

_____8. Becoming familiar with the features of CVAE

_____9. CVAE instructor

____10. Formal agreement between school, student, employer and student's parent

____11. Trade that is carried on across state lines

____12. Buying or selling of goods

____13. State the types of performance the student will do to satisfactorily complete the unit

____14. Business where the student receives on-the-job training in some occupation

a. CVAE

b. VOCT

c. Objective sheets

d. Information sheets

e. Assignment sheets

f. Attitude

g. Orientation

h. Training plan

i. Training station

j. Teacher/coordinator

k. Commerce

l. Interstate Commerce

m. Foreign Commerce

n. Cooperative Vocational Education

UNIT I

ORIENTATION

INFORMATION SHEET 2--THE COOPERATIVE PROGRAM

I. Cooperative Education (Coop)--A job training program.

  A. The schools and businesses (training station) work together to provide academic and on-the-job training.

  B. Instruction includes vocational and general instruction that helps the students succeed in the world of work.

  C. Each student will have a written training plan agreed to by the student, school, and employer.

  D. The coordinator will keep informed about the student's progress at school and at the training station.

II. Advantages of the Cooperative program.

  A. For the student

    1. Provides for a certain amount of selection and "tryout" in vocations.

    2. Provides opportunity to learn a trade or occupation while earning a high school diploma.

    3. Provides opportunity for full-time employment in a chosen occupation.

    4. Provides training in real jobs under real conditions.

       (NOTE: A work atmosphere is very difficult to reproduce outside an actual work environment.)

    5. Offers opportunity to learn the skill and technical information of an occupation. Through related instruction, the student can better understand the nature of the work being performed.

    6. Provides opportunity to establish a reputation on the job through experience.

  B. To the employer

    1. Relieves the employer of some training problems. The Cooperative Program is a source of loyal, competent employees trained in the employer's own plant.

2. Satisfaction of providing an important service to the community. The employer can trace a contribution to the reduction of the "dropout" rate, thus turning some individuals, who might otherwise have become economic financial problems, into productive citizens.

3. Develops good public relations for business.

4. Offers an opportunity to be a part of public education.

C. To the community

1. Prevents unemployment by being a placement tool.

2. Promotes good work habits.

3. Provides needed skills.

4. Provides an economical way to teach skills.

D. To the school

1. Provides for vocational training without the cost of expensive equipment and materials.

2. Helps the school to be informed about modern trends in business and industry.

3. Helps meet the training needs of the community without overtraining in any one trade or occupation.

4. Provides a meaningful course for students who wish to learn a skill or trade.

UNIT I

ORIENTATION

ASSIGNMENT SHEET 2--DESCRIBE THE COOPERATIVE PART-TIME TRAINING PROGRAM

A. Complete the following sentences by writing in the blank the proper word or words to make the sentence correct. Select the words from the list below:

training plan

succeed

work

teacher-coordinator

businesses

1. Cooperative Part-time training is a ____________ program.

2. The schools and __________ work together to provide academic and on-the-job training.

3. Program instruction includes vocational and general instruction that helps the students to _________ in the world of work.

4. Each student will have a written _________ _________ agreed to by the student, school, and employer.

5. The ______________________ will keep informed about the student's progress at school and at the training station.

B. Read the following statements and determine if they refer to advantages of the Cooperative Part-time Training program to the student, school, employer, community. Write "S" for student, "Sc" for school, "E" for employer, and "C" for community in the blank to the left.

_____1. Provides for a certain amount of "tryout" in vocations.

_____2. Provides opportunity for full-time employment in a chosen occupation.

_____3. Source of loyal and competent employees.

_____4. Prevents unemployment by being a placement tool.

_____5. Provides for vocational training without the cost of expensive equipment and materials.

_____6. Provides a meaningful course for students who wish to learn a skill or trade.

_____7. Provides needed skills.

_____8. Offers an opportunity to become a part of public education.

_____9. Provides opportunity to establish a reputation on the job training through experience.

____10. Provides training in real jobs under real conditions.

UNIT I

ORIENTATION

TEST--PART 2

1. Explain the operation of the cooperative part-time training program by selecting the number of the phrase that best completes each sentence below:

_____a. The school and business work together to provide:

(1) cheap labor

(2) academic and on-the-job training

(3) a way to pick up quick "bucks."

_____b. Instruction includes vocational and general instruction that helps the student to:

(1) succeed in the world of work

(2) confuse most individuals

(3) add more work to other classes

_____c. Each student will have a written training plan agreed to by:

(1) students in the program

(2) student, school, and employer

(3) labor union

_____d. The coordinator will keep informed about the:

(1) student's progress at school and at the training station

(2) student's progress at school only

(3) student's progress at work only

2. Point out the advantages of the cooperative program for the student, school, employer, and community by placing a "✓" in front of each correct statement below.

_____a. Provides the student with an opportunity to learn a trade or occupation while in school.

_____b. Provides training for the student without having to work.

______c. Provides an opportunity for the student to establish a reputation on the job through experience.

______d. Provides free labor for businesses.

______e. Offers business an opportunity to be a part of public education.

______f. Promotes good work habits in the community.

______g. Provides workers with the skills needed in industry.

______h. Provides an economical way for the community to teach skills.

______i. Helps the school to be informed about modern trends in business and industry.

______j. Helps meet the training needs of the community without overtraining in one trade or occupation.

UNIT I

ORIENTATION

INFORMATION SHEET 3--VOCATIONAL PROGRAMS

I. Cooperative Vocational Education provides laboratory, classroom on-the-job training for future employment. The following are cooperative programs available in Vocational Education.

A. Agriculture (Ag.)--Students work in farming, ranching or agri-business.

EXAMPLE: Worker in greenhouse or feed store.

B. Cooperative Part-Time Training (CVAE Coop)--An industrial program in which students are employed in any entry level job in any occupation.

EXAMPLE: Service station attendant, dining room attendant, and landscape laborer.

C. Distributive Education (MDE)--Occupations available include those in retail, wholesale, and service marketing.

EXAMPLE: Department store clerk, Stockroom worker.

D. Health Occupations Education (HOE)--Provides training in hospitals, clinics, nursing homes, research facilities, and offices of doctors and dentists.

EXAMPLE: Nurse aid, medical laboratory aid, and dental aid.

E. Home Economics Cooperative Education (HECE)--Training areas include child care, food service, housekeeping, textiles and crafts.

EXAMPLE: Child care aide, floral aide, dietician aide.

F. Industrial-Cooperative Training (ICT)--Students are employed in machine shops and skilled trades in industry or business.

EXAMPLE: Auto mechanic, loom operator.

G. Vocational Office Education (VOE)--Students work in legal, medical, industrial and business offices in transcribing, filing, typing, and using office machines.

EXAMPLE: Data processor, receptionist, and clerk-typist.

II. Pre-employment vocational programs which provide classroom preparation for jobs are:

A. Agriculture--Trains students for production farming, ranching, horticulture, or farm mechanics and construction.

B. Auto body repair--Trains students in the repair of automobile bodies.

C. Auto mechanics--Involves training for the maintenance and repair of automobiles.

D. Building maintenance (CVAE)--A training program dealing with the repair and maintenance of public buildings.

E. Building trades--Provides training in all phases of home construction.

F. Cosmetology--Develops skills in beauty culture and working in beauty salons.

(NOTE: Prepares individuals for the Texas State Board Cosmetology Examination).

G. Drafting--Prepares the student for architectural and mechanical drafting.

H. General construction trades (CVAE)--Gives the student a basic background in carpentry, electrical, plumbing, masonry, cement finishing, painting, and bricklaying.

I. General mechanical repair (CVAE)--Allows the student to develop skills in small engine repair, automotive repair, or welding.

J. Health occupations--Prepares the student for entry into the medical professions.

K. Home economics--Provides the student with a background in foods, clothing, decorating, and other related occupational areas.

L. Machine shop--Provides training for the many occupations involving metal working machines.

M. Office duplication practices--Trains students to operate office machines and duplicating equipment.

N. Office education--Develops students' skills in typing, filing, bookkeeping, and operating business machines.

O. Radio and television technology--Introduces the theory of electricity, basic components, operation, construction, and repair of radio and television equipment.

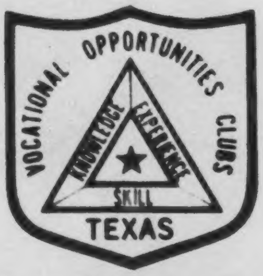
P. Television production--Teaches the use of television station equipment for producing and broadcasting television programs.

Q. Welding--Develops skills in oxyacetylene and welding.

III. Youth leadership organizations of vocational programs.

- A. Distributive Education Clubs of America (DECA)--The club associated with Distributive Education.
- B. Future Farmers of America (FFA)--The club associated with Vocational Agriculture coop and pre-employment classes.
- C. Future Homemakers of America (FHA)--The club associated with Vocational Home Economics pre-employment laboratory classes.
- D. Home Economics Related Occupations (HERO)--The club associated with Home Economics coop classes.
- E. Health Occupations Students of America (HOSA)--The club associated with Health Occupations coop and pre-employment classes.
- F. Office Education Association (OEA)--The club associated with Vocational Office Education coop and pre-employment classes.
- G. Vocational Industrial Clubs of America (VICA)--The club associated with Vocational Industrial coop and pre-employment classes such as Automechanics, Industrial Cooperative Training, and Cosmetology.
- H. Vocational Office Careers Clubs of Texas (VOCCT)--The club associated with Office Duplication Practices classes.
- I. Vocational Opportunities Clubs of Texas (VOCT)--The club associated with the Coordinated Vocational Academic and Vocational Education for the Handicapped coop and pre-employment classes such as Cooperative Part-time Training, General Mechanical Repair, and Building Maintenance.

VOCATIONAL YOUTH LEADERSHIP EMBLEMS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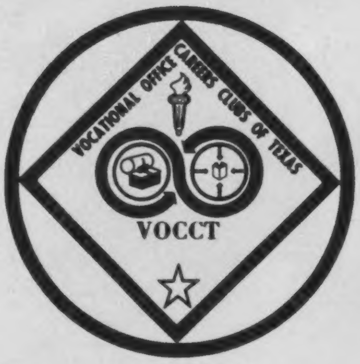
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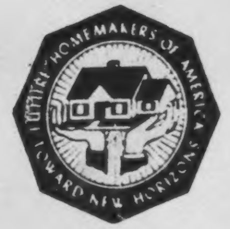
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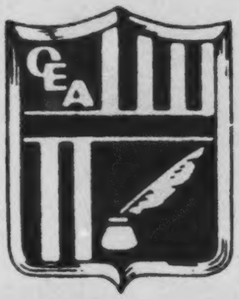

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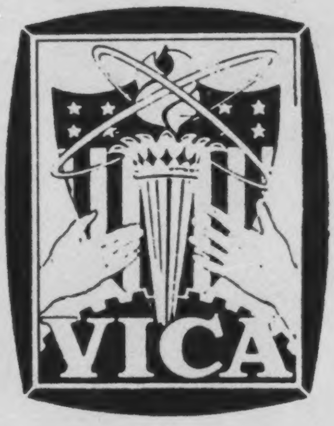

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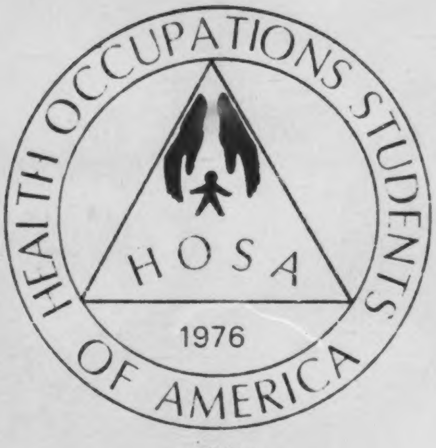
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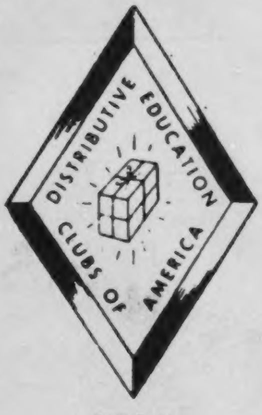
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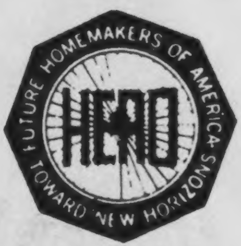
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TOWARD NEW HORIZONS

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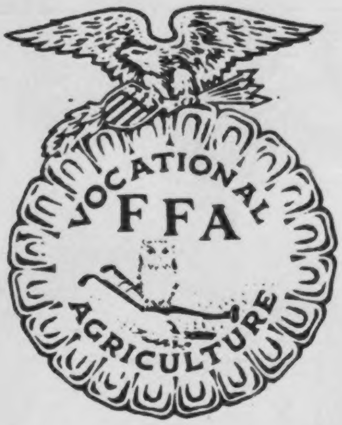

VOCATIONAL
FFA
AGRICULTURE

FFA

UNIT I

ORIENTATION

ASSIGNMENT SHEET 3--IDENTIFYING VOCATIONAL PROGRAMS AND CLUBS

A. Identify the vocational programs in your school. List the programs under the correct headings below.

Co-op Programs	Pre-Employment Labs
1. ________	1. ________
2. ________	2. ________
3. ________	3. ________
4. ________	4. ________
5. ________	5. ________
6. ________	6. ________
	7. ________
	8. ________
	9. ________
	10. ________

B. What are the leadership clubs that are established with these vocational programs? Write the name of the club and program(s) with which each is associated.

Club	
1. ________	________ ________ ________
2. ________	________ ________ ________ ________
3. ________	________ ________ ________ ________

4. ____________________

5. ____________________

6. ____________________

7. ____________________

UNIT I

ORIENTATION

ASSIGNMENT SHEET 4--PLAN FOR NATIONAL VOCATIONAL EDUCATION WEEK

Directions: National Vocational Education Week is the week in February set aside to recognize and honor all vocational programs and youth leadership organizations across the country. This is a good time to get recognition for your club and program. Use the space below to list activities that your club might do to get recognition during this week. Explain how class members can begin planning for each activity. Consider ways to involve all vocational programs.

ACTIVITY	PREPARATION
A.	
B.	
C.	
D.	

UNIT I

ORIENTATION

TEST--PART 3

1. Match the occupational areas to the Cooperative Vocational Education program by writing the number of each on the right in the correct blank on the left.

_____a. Nurse aide, medical laboratory aide, and dental aide.

_____b. Service station attendant, and landscape laborer.

_____c. Child care aide, floral aide, and dietician aide.

_____d. Greenhouse worker, or feedstore helper.

_____e. Department store clerk or stockroom worker.

_____f. Auto mechanic, loom operator or carpenter.

_____g. Data processor, receptionist, and clerk-typist.

1. Agriculture
2. Cooperative Part-time Training
3. Distributive Education
4. Health Occupations Education
5. Home Economics Cooperative Education
6. Industrial Cooperative Training
7. Vocational Office Education

2. Identify the pre-employment vocational programs by circling the number of the correct answer for each statement below.

a. Provides training in all phases of home construction.

(1) General Construction Trades

(2) Welding

(3) Building Trades

b. Involves the maintenance and repair of automobiles.

(1) Auto mechanics

(2) Auto Body Repair

(3) Cosmetology

c. Trains students for production farming, ranching, horticulture, or farm mechanics and construction.

   (1) General Mechanical Repair

   (2) Agriculture

   (3) Health Occupations

d. Teaches the use of television station equipment for producing and broadcasting television programs.

   (1) Drafting

   (2) Radio and Television Repair

   (3) Television Production

e. Provides training for the many occupations involving metal working machines.

   (1) Office Duplication Practices

   (2) Building Maintenance

   (3) Machine Shop

f. Allows the student to develop skills in small engine repair, automotive repair, or welding.

   (1) General Mechanical Repair

   (2) General Construction Trades

   (3) Auto mechanics

g. Trains the students to operate office machines and duplicating equipment.

   (1) Home Economics

   (2) Office Duplication Practices

   (3) Cosmetology

h. Develops students skills in filing, typing, bookkeeping, and operating business machines.

   (1) Welding

   (2) Drafting

   (3) Office Education

3. Point out the youth leadership organization associated with each vocational program by writing the abbreviation of the correct organization in each blank on the left.

_____a. Health Occupations

_____b. General Mechanical Repair

_____c. Agriculture

_____d. Industrial Cooperative Training

_____e. Office Education

_____f. Cooperative Part-time Training

_____g. Home Economics Coop

_____h. Cosmetology

_____i. Office Duplication Practices

_____j. Home Economics Pre-employment

_____k. Distributive Education

DECA-Distributive Education of America

FFA-Future Farmers of America

FHA-Future Homemakers of America

HERO-Home Economics Related Occupations

HOSA-Health Occupations

OEA-Office Education Association

VICA-Vocational Industrial Clubs of America

VOCCT-Vocational Office Careers Clubs of Texas

VOCT-Vocational Opportunities Clubs of Texas

UNIT I

ORIENTATION

INFORMATION SHEET 4--PROGRAM POLICIES

I. Eligibility requirements
The student must:

- A. Be 16 years old.
- B. Be employed within 3 weeks after enrolling in the program.
- C. Receive permission of parents or guardian.
- D. Be willing to work on Saturdays and holidays.
- E. Provide transportation to and from the training station.
- F. Display proper work attitude.
- G. Be willing to work.
- H. Perform duties of the occupation.
- I. Follow the training plan.

II. Individual responsibilities

- A. Transportation
  - 1. The CVAE student must have transportation to and from work.
  - 2. Sharing rides creates too many employment problems.
- B. Attendance
  - 1. If a student is to be absent from school for any reason, call the coordinator at ext. before 10:30 a.m. on the day of the absence.
  - 2. A student cannot work on any school day when failing to attend class.

    (NOTE: Exceptions are permissible only by the consent of both the employer and the teacher-coordinator.)
  - 3. If a student is absent and fails to notify the coordinator by 10:30 a.m., the training employee will be notified not to allow the student to report to work.
  - 4. Regular attendance and punctuality is expected of all students, both in class and at work.

C. Advisory

1. It is the student's responsibility to make prior arrangements with the employer to come to work late on advisory days.

2. Failure to do so could cause bad feelings with the training station supervisor.

D. Attitude

1. A positive attitude is the most valuable tool with which a student can get ahead.

2. The student is expected to make every effort to realize the importance of and to practice a good attitude.

E. Grading

1. A student's grades will be figured on these factors:

   a. Employer evaluation

   b. Tests, workbooks, projects

   c. Class participation (group discussion, attitude, daily work)

2. Class participation, whether in study, discussion, or group work, is very important.

F. Job Change

1. Employment in a training station is considered a permanent position for the school year.

2. It is the responsibility of the student to remain in the same training station.

3. Any job change must be arranged in advance by the employer and the coordinator.

4. If a student quits or changes training station without permission of the coordinator, he/she may be removed from the program.

G. Grooming

1. Employers expect their employees to present a good image to the community.

2. This is done by being well groomed at all times. Usually, this means being well groomed by the employer's standards, not the student's.

H. Conduct

1. Cooperative education students are respected in the community and at school.

2. Coop students are expected to maintain above average conduct at all times.

(NOTE: This will reflect pride in having been selected for a coop program).

I. On-the-job evaluation

1. The coordinator will make periodic visits to a student's training station to observe the trainee and to consult with both employer and trainee.

2. Evaluation of job performance will be a joint effort by the employer and the coordinator.

3. High school credit is granted for successful job performance and satisfactory classroom performance.

J. Training plans

1. The responsibilities of the school and the training employer are outlined in the individual student's training plan.

2. The student is expected to carry out on-the-job training and duties and to accept the employer's supervision in such a manner that will reflect credit on oneself and the cooperative training program.

3. Three copies of the training plan are prepared and placed on file.

K. Parking

1. Students must park only in the area designated for student parking and not in those areas reserved for teachers or marked for emergency zones.

2. Students should observe all safety precautions.

III. Characteristics of good training station.

(NOTE: If the training station does not meet the following standards the student should let the coordinator know).

A. Provides safe working environment.

B. Provides variety of job experiences.

C. Pays at least the minimum wage.

D. Provides at least 15 hours of work per week.

E. Provides opportunity for permanent employment and advancement.

F. Is equipped with modern training facilities, equipment, and methods.

G. Maintains respectability and responsibility.

H. Maintains high standards of workmanship.

I. Is located in an area convenient for the student.

J. Has employer in charge who is willing to provide good training for a student learner.

UNIT I

ORIENTATION

ASSIGNMENT SHEET 5--RESPONSIBILITY IN COOPERATIVE TRAINING PROGRAMS

______________________________________ is an educational training program in which the school and the community cooperate to help the student prepare for a career. It is essential to the success of this training program that the students, the parents, the coordinator, and the training sponsor understand and agree to abide by certain basic, inflexible rules, including the ones set down below.

1. Since this a training program, students are expected to stay in the same training station during the entire period of enrollment. Any student who quits a job at an approved training station without permission may be dropped from the program with loss of credit. Only the program coordinator has the authority to make any training station changes.

2. Frequent absenteeism from school and excessive tardiness for any reason, including chronic illness, cannot be tolerated. Truancy is grounds for removal from the program. Parents should understand the students' responsibility to their employer and should not encourage the student to take off work for trips, visits, etc. On any morning a student is unable to attend school, the coordinator and the employer must be notified by 10:30 a.m. REMEMBER THAT REGULAR ATTENDANCE BOTH AT SCHOOL AND ON THE JOB IS IMPORTANT TO YOUR SUCCESS IN THIS PROGRAM AND YOUR FUTURE CAREER. Excessive absenteeism or tardiness could cause you to be fired!

3. Reporting for on-the-job training experiences on a day when the student is absent from school, unless approved in advance by the coordinator, constitutes grounds for immediate removal from the program.

4. Any student who is dismissed by the training sponsor for sufficient reason may be dropped from the program or receive a substantial penalty in grade, depending on the reason for dismissal. A student whose job is terminated for any reason should report this dismissal to the coordinator immediately.

5. When not in scheduled classes or at their training station during school hours, students should be on the school campus only when they have a legitimate reason.

6. Students may work any shift which the coordinator and the employer agree upon that does not conflict with the student's class schedule. Do not ask teachers to be dismissed from any class early in order to report to your training station.

7. Since acceptable appearance is necessary to job placement and is a training goal, the student must dress in an acceptable professional manner both in school and at the training station. The student must accept and act on suggestions made by the coordinator or employer.

8. When students are on the job, their work comes first. They, therefore, may not receive visitors on the job nor make or receive personal telephone calls from anyone except in an extreme emergency.

9. Students must be completely loyal to their employers and must never discuss business or personnal matters with anyone except in the line of duty.

10. Students are expected to perform an honest day's work and will always strive to do the best job possible. They will be honest with money, merchandise, supplies, time, and effort. REMEMBER-FAILURE TO GIVE A DAY'S WORK FOR A DAY'S PAY IS DISHONEST-IT IS NO DIFFERENT FROM STEALING OR CHEATING!

11. During school hours or while at the training station any time, the coordinator has the same measure of authority with the students as if they were in the classroom. Since all of the students represent not only themselves, but also represent the High School, their coordinator, and their vocational program, they are expected to conduct themselves at all times in a mature and acceptable business manner.

12. Students are urged to belong to the club chapter associated with their vocational program, to pay dues, and to actively support the activities of the club.

13. By Texas law a student-trainee is not eligible for unemployment compensation at the end of their training period and should not apply for it.

14. A student should be employed within three weeks after the beginning of school. If not employed by this time, the student will be dropped from the vocational program and placed on an alternate schedule. A student may not be without a job for longer than two weeks at any time during the school year.

I have read the above list of responsibilities and agree to abide by them and give my unqualified support to the student and the vocational program for the mutual benefit of the student, the coordinator, the vocational program, the high school, and the training sponsor who is giving the student the privilege of receiving invaluable training, work experience, and financial compensation.

Parent or Guardian	Date
Student	Date
Coordinator	Date

UNIT I

ORIENTATION

ASSIGNMENT SHEET 6--TRAINING STATION PUZZLE

Directions: Using the word list below, fill in the blanks in the sentences. Then use the sentences to complete the Crossword Puzzle on the following page.

ads
advancement
agreement
communications
conditions
employer
employment
fifteen
former employees
guide
location
minimum
modern
permanent
problems
progression
safe
school
three
variety
wages
yellow

ACROSS

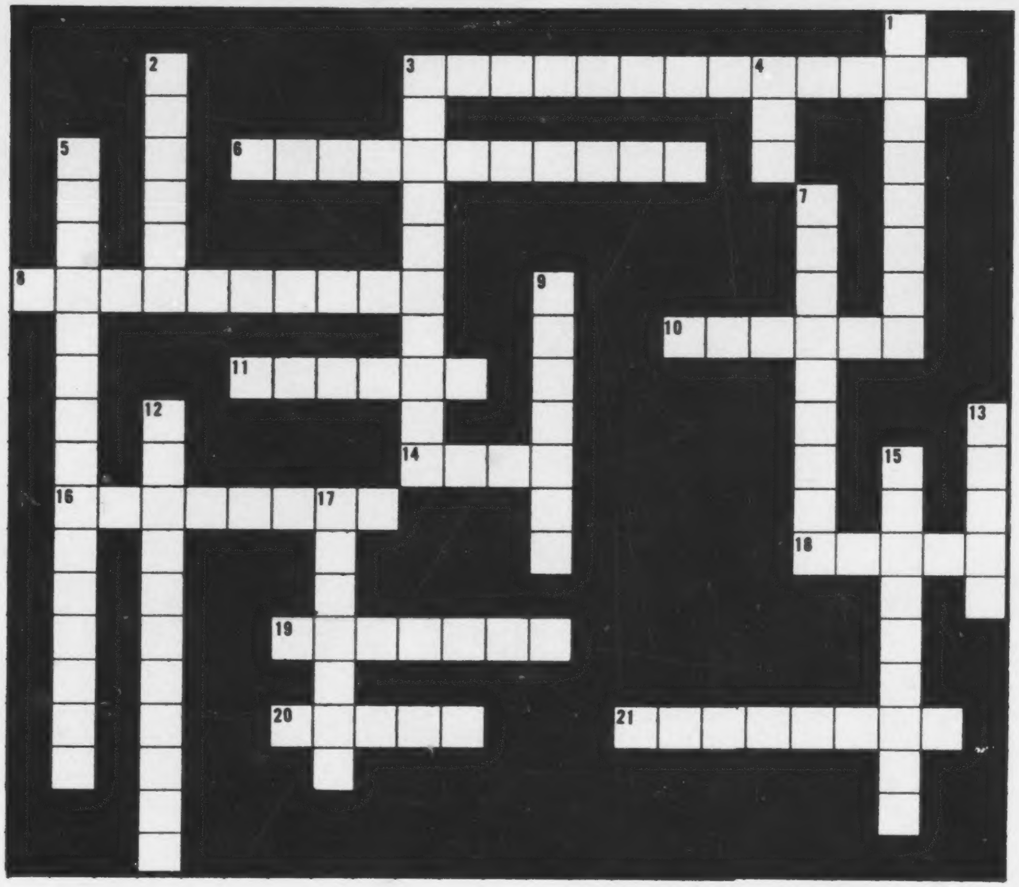
3. Training plans help to keep _________lines open.
6. A good training station provides a chance for__________.
8. A good source for training stations is the Texas __________Commission.
10. A good training station has _____________equipment.
11. Look in the _________pages for leads for training stations.
14. A good training station provides ____________ working conditions.
16. Visiting training stations helps the coordinator to become aware of _____early.
18. __________copies of the training plan are places on file.
19. A good training station provides the student at least ______hours a week.
20. Training plans serve as a ___________.
21. A willing ____________is in a good training station.

DOWN

1. A good training station has an easy to reach ____________.
2. A training plan includes the names of the ___________district and employer.
3. A training plan spells out the _________ of the agreement.
4. Training stations can be located in the classified________________.
5. Good job-lead sources are _____________ ____________.
7. A training plan is a written statement of the working _______________.
9. A good training station provides a ______________ of job experiences.
12. A training plan shows the anticipated job ______________.
13. It also gives the ___________to be paid.
15. A good training station offers opportunity for __________employment.
17. A student should be paid _______________wage.

TRAINING STATION PUZZLE

Directions: Work the crossword puzzle by using the clues you completed on page 51.


1
2
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20
21

UNIT I

ORIENTATION

ASSIGNMENT SHEET 7--APPLICATION FOR COOPERATIVE PART-TIME TRAINING

YOUR NAME____________________ DATE_______________ AGE______

DATE OF BIRTH_______________ CLASS_________ HOME ROOM________

YOUR ADDRESS____________________________ PHONE NO._________

NAME OF PARENTS____

OCCUPATION OF FATHER____________________ FIRM_______________

OCCUPATION OF MOTHER____________________ FIRM_______________

WHAT REQUIRED SUBJECTS DO YOU NEED FOR GRADUATION?

WHAT OCCUPATION ARE YOU INTERESTED IN LEARNING?

FIRST CHOICE__________________________
SECOND CHOICE_________________________

IS THERE ANY PARTICULAR SHOP OR PLACE OF BUSINESS WHERE YOU PREFER TO WORK? IF SO, GIVE THE NAME OF PLACE AND EMPLOYER BELOW:

PLACE OF BUSINESS______________________
MANAGER______________________________

WHERE HAVE YOU WORKED?	LOCATION	MANAGER
1.		
2.		

HAVE YOU DISCUSSED YOUR ENROLLING IN THIS COURSE WITH YOUR PARENTS OR GUARDIAN?__________________

APPROVED____________________ SIGNED____________________
(Parent or Guardian) (Student Applicant)

UNIT I

ORIENTATION

TEST--PARTT 4

1. Point out the eligibility requirements for a student to enter the cooperative program by placing "✓" in front of each below. The student must:

_____a. Be 16 years old.

_____b. Be employed within 3 months of enrolling in the program.

_____c. Receive permission of parent or guardian.

_____d. Be willing to work on Saturdays and holidays.

_____e. Provide transportation to and from the training station.

_____f. Display poor work habits.

_____g. Be willing to work.

_____h. Perform duties of the occupation.

_____i. Follow the training plan.

2. Select the individual responsibilities expected of each student by circling the number of the correct answer.

a. Transportation

(1) The student must have transportation to and from work.

(2) The student should share a ride as often as possible to conserve energy.

b. Attendance

(1) The student should call the coordinator before 10:30 a.m. if he/she is to be absent for any reason.

(2) The student should report to work if absent from school.

c. Advisory

(1) The student should send a note of explanation when he/she has been late to work on advisory days.

(2) The student should make prior arrangements with the employer if he/she has to be late to work on advisory days.

d. Attitude

(1) The student is not expected to display a positive attitude at work.

(2) The student is expected to make every effort to put forth a positive attitude.

e. Grading

(1) The student is to participate in class activities for part of the grade.

(2) The student is just expected to come to class whether he/she participates or not.

f. Job change

(1) The student is allowed to change jobs on his/her own and as often as needed.

(2) The student is expected to remain in the same job all year and when a change is a must, make arrangements well in advance.

g. Grooming

(1) The student should be well-groomed according to the employee's standards.

(2) The student should maintain his/her appearance according to one's personal standards.

h. Conduct

(1) The student should conduct himself/herself as everyone else.

(2) The student should maintain above-average conduct.

i. On-the-job evaluation

(1) The student should expect on-the-job visits and evaluations by the coordinator and employer.

(2) The student should expect on-the-job evaluations by the employer only.

j. Training plans

(1) The student is expected to follow the training outlined on the training plan and accept the employer's supervision.

(2) The student should perform any duties on-the-job that are assigned even if they are different from those outlined on the training plan.

k. Parking

(1) The student should park in the areas designated for student parking.

(2) The student should park in the place most convenient to the classroom.

3. Determine the characteristics of a good training station by writing "yes" or "no" in front of each statement below.

_____a. Provides a safe working environment.

_____b. Provides a variety of job experiences.

_____c. Pays below minimum wage.

_____d. Provides at least 15 hours of work per week.

_____e. Provides opportunity for employment and advancement.

_____f. Has old equipment that offers plenty of challenge.

_____g. Maintains respectability and responsibility.

_____h. Maintains high standards of workmanship.

_____i. Is located so far from home and school that it challenges the student to get to work.

_____j. Has an employer in charge who is willing to provide good training for a student learner.

UNIT I

ORIENTATION

INFORMATION SHEET 5--FORMS USED IN COOPERATIVE PROGRAMS

I. Purposes of forms used in the cooperative program.

  A. Provides written proof of all activities.

  B. Provides a means of showing appreciation to volunteers in the programs.

  C. Provides for efficient record-keeping.

  D. Provides needed information for future planning.

  E. Provides information concerning success of program.

II. Forms used in cooperative programs.

  A. Student Application--Provides coordinator with needed information when interviewing students.

  B. Cooperative Part-time Training Data Sheet--Includes information needed for classroom and follow-up activities.

  C. Training Plan--Written agreement between school, employer, student, and student's family which outlines training to be provided.

  D. Letter of Introduction--Provides students with identification as coop participants when applying for a job.

  E. Information Sheet of Program Requirements and Responsibilities--Gives students information about program which will help them and their parents decide about participation. (INFORMATION SHEET 4--PROGRAM POLICIES)

  F. Student Learner's Permit--Form required by Federal government if student is being paid sub-minimum wages.

  G. Student Evaluation Sheet--Form which employer completes periodically to show student's performance.

  H. Student Agreement--Form which the student and parents sign pledging their support of program rules and regulations. (ASSIGNMENT SHEET 5--RESPONSIBILITY IN COOPERATIVE TRAINING PROGRAMS)

  I. Student Work Record--Form providing daily record of student's job activities, such as hourly wage, number of hours worked each pay period, salary due, etc.

  J. Health Certificate--Form required by public health agencies showing that students who work with food are free of communicable diseases.

K. Follow-up forms--Provide information which allows coordinator to maintain contact with student's work activities.

L. Form 6199--An IRS form allowing employers to claim a tax credit for coop students (as provided for by the Revenue Act of 1978).

(NOTE: This act is limited, at this writing to the period of time from January 1, 1979 to December 31, 1981).

M. Certificates

1. Employer appreciation

2. Appreciation to advisory committee members

3. Student's successful completion of program requirements

4. Student's continual employment at one training station for an entire year.

N. Form letters

1. Acknowledgment of advisory committee membership

2. Employer letter of hazardous occupation - required for students who may have incidental contact with jobs that have been defined as being hazardous for student learners.

O. Training station/personal data card--Provides a means for keeping training station visitation, follow-up, and personal data information.

COOPERATIVE EDUCATION PROGRAM

DO NOT FILM THIS PAGE

This is to certify that ______________________________

Has successfully completed the program

____

Presented this ____________ Day of ____________ 19______

at ______________________________

____
Principal

____
Director

____
Teacher-Coordinator

____
Superintendent

TM-2

UNIT I

ORIENTATION

ASSIGNMENT SHEET 8--COOPERATIVE PART-TIME TRAINING DATA SHEET

NAME ______________________________ ____________
Last First Middle Date Entering

ADDRESS ______________________________ TELEPHONE NO. ____________
Number Street Zip Code

DATE OF BIRTH ____________ AGE ______ GRADE LEVEL ____________
MONTH DAY YEAR

SOCIAL SECURITY NUMBER ____________ PARKING DECAL NUMBER ________

PARENT (OR GUARDIAN) ______________________________

PARENT'S ADDRESS ______________________________
Address Telephone

FATHER's EMPLOYER ______________________________
Name Address Telephone

MOTHER'S EMPLOYER ______________________________
Name Address Telephone

TRAINING STATION ______________________________
Company Name Address

SUPERVISOR ______________________________
Name Position

WAGES ________ PER HOUR/WEEK COMPANY TELEPHONE NUMBER ____________

DUTIES PERFORMED ______________________________

____

CLASS SCHEDULE FOR ____ SEMESTER

Period	Subject	Teacher	Room No.

Please advise your coordinator of any changes in above information during the year.

UNIT I

ORIENTATION

ASSIGNMENT SHEET 9--COOPERATIVE TRAINING PLAN

Grade _______

Age _________

Sex: M_____ F_____

Time of day related class meets __________

PROGRAM ____

SCHOOL CAMPUS ____________________________

This training plan is to (1) define clearly the conditions and schedule of training whereby student ____________________________is to receive training as a (an) ________________________ and (2) serve as a guide to the cooperating parties: the ____________________________________ (Company) and the ____. (School district)

Public schools are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences and a course of study paralleling it have been worked out and agreed upon by the employer and representative of the school. They are listed on the reverse side of this page.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations applicable to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to enter the chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $____________per_________for hours per school week, which amount is approximately _____percent of that paid competent full-time employees in the same occupation in the community.
2. A review of the wages paid the student will be made jointly by the employer and coordinator at least once each quarter for the purpose of determining a fair and equitable wage adjustment consistent with the student's increased ability and prevailing economic conditions.

The training period begins the ________day of ________________, 19__, and extends through _____________________, 19___. There will be a probationary period of ________days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued.

This plan has been reviewed and recommended by the Local Advisory Committee. It may be terminated for just cause by either party.

SIGNATURE APPROVALS:

______________________________	______________________________
(STUDENT)	(EMPLOYER)
______________________________	______________________________
(PARENT OR GUARDIAN)	(TEACHER-COORDINATOR)

APPROVED FOR TEA BY:_______________________________________

WORK EXPERIENCES TO BE PROVIDED	RECORD OF WORK	OUTLINE OF STUDY ASSIGNMENTS	RECORD OF STUDIES

UNIT I

ORIENTATION

ASSIGNMENT SHEET 10--LETTER OF INTRODUCTION FOR COOPERATIVE TRAINING PROGRAM

Directions: Complete the following information, which may be used as an introduction when applying for a job.

Cooperative Training Program

__________ High School

____
Date

This will introduce ____________________ a Cooperative Training student, who wishes to apply for a part-time position as ____________.

____
Teacher/Coordinator

(The results of this interview may be reported to: ________________
by calling phone no. _____________.)

Company Name______________________
Address__________________________
Telephone No.____________________
Person to Contact________________

UNIT I

ORIENTATION

ASSIGNMENT SHEET 11--STUDENT-EMPLOYEE PERFORMANCE EVALUATION

Name_______________________________ Evaluation Period:________________
(First) (Middle) (Last)

Job Title__________________________ Training Station_________________

Coordinator________________________ Please check in appropriate box

RATING FACTORS	EXCELLENT	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	UNSATIS-FACTORY
1. QUALITY OF WORK Meets quality standards					
2. QUANTITY OF WORK Meets productivity standards					
3. DEPENDABILITY Works with or without supervision Follows instructions and rules					
4. PUNCTUALITY* Regular in attendance and on time					
5. ATTITUDE Communicates willingness to cooperate					
6. INITIATIVE Willing to do more than required without being told					
7. APPEARANCE Personal grooming and cleanliness					
8. JUDGEMENT Ability to make decisions					
9. HUMAN RELATIONS Ability to get along Polite, courteous, tactful					
10. JOB KNOWLEDGE Understands job and how to do it					

*Attendance standards must be discussed with student by coordinator and employer at the time of job placement.

EMPLOYEE'S BEST QUALITIES: ________________________________

WAYS THE EMPLOYEE CAN IMPROVE ________________________________

ADDITIONAL COMMENTS OR SUGGESTIONS: ________________________________

Employer_____________________________ Date________________
Signature

UNIT I

ORIENTATION

ASSIGNMENT SHEET 12--SEMESTER SUMMARY OF EARNINGS

Directions: Provide the following information each semester.

STUDENT	FIRST	SECOND	TOTAL
TOTAL HOURS WORKED			
GROSS EARNINGS	$	$	$
Deduction:			
Withholding tax	$	$	$
Social Security	$	$	$
Insurance:			
Health	$	$	$
Life	$	$	$
Other	$	$	$
Other Deductions	$	$	$
Total Deductions	$	$	$
Net Earnings	$	$	$

UNIT I

ORIENTATION

ASSIGNMENT SHEET 13--EMPLOYER LETTER OF HAZARDOUS OCCUPATION

Directions: Complete the following letter for your coordinator. The letter will be typed so the coordinator may have the employer sign it.

NAME OF EMPLOYER
ADDRESS

Dear _______________:

It is recognized that our Cooperative Part-time Training Student, _____________________may during the course of employment with you be called upon to learn to operate or control machines that the Secretary of Labor has declared particularly hazardous for minors under 18 years of age.

Consequently, this agreement is prepared so that you as the employer, and I as a representative of the school, will know that work in occupations declared particularly hazardous shall be incidental to the student's training; that such work shall be intermittent and for short periods of time, and under the direction and close supervision of a qualified and experienced person; that safety instructions shall be given by the school and correlated by the employer with on-the-job training; and that a schedule of organized progressive work processes to be performed on the job shall have been prepared.

In recognition of this agreement, and as an indication of your concurrence, please sign the letter and retain the duplicate copy for your files, and return the original copy to me for my files.

Sincerely yours,

_________________, Coordinator
Cooperative Part-Time Training

____
Name and Address of Employer

____
Date

UNIT I

ORIENTATION

ASSIGNMENT SHEET 14--COMPLETE A STUDENT WORK RECORD

Directions: Complete the attached student work record using the information below. After you have completed the record using the information below, begin keeping a record of your job experiences. You work at Lawn Care Services repairing small engines and sometimes work on the sales floor. You normally work twenty-three hours a week, including Saturday. The business is not open on Sundays. You began working the first week of school on the first day of September. You are paid $3.00 an hour.

The following are the duties performed and the time spent doing these duties:

A. First week

1. Monday
   a. Handled stock work on a new delivery - 2½ hours
   b. Maintenance - ½ hour

2. Tuesday
   a. Repaired lawn mower - ½ hour
   b. Ordered parts - 1 hour
   c. Built display - ½ hour
   d. Maintenance - ½ hour
   e. Sold lawn mower - ½ hour

3. Wednesday - Repaired lawn mowers - 3 hours

4. Thursday
   a. Ordered parts - 1 hour
   b. Recorded work orders - 1 hour
   c. Shelved new parts stock - ½ hour
   d. Maintenance - ½ hour

5. Friday
   a. Worked on sales floor - 1 hour
   b. Made some deliveries - 1 hour
   c. Installed a new display lighting - 1 hour

6. Saturday
   a. Selling - 4 hours
   b. Delivery - 3 hours
   c. Bookkeeping - ½ hour
   d. Maintenance - ½ hour

B. Second week

1. Monday
   a. delivery - 3 hours
   b. Operating calculator - ½ hour

2. Tuesday
   a. Maintenance - ½ hour
   b. Delivery - ½ hour
   c. Installation - 2 hours

3. Wednesday
   a. Repaired refrigeration unit - 2½ hours
   b. Maintenance - ½ hour

4. Thursday
   a. Stocking - 1½ hours
   b. Display - 1 hour
   c. Maintenance ½ hour

5. Friday
   a. Stocking - 2½ hours
   b. Maintenance - ½ hour

6. Saturday
   a. Selling - 7½ hours
   b. Maintenance - ½ hour

C. Third week

1. Monday
   a. Installed heating unit - 2½ hours
   b. Maintenance - ½ hour

2. Tuesday
   a. Delivery - 2½ hours
   b. Maintenance - ½ hour

3. Wednesday
   a. Repaired dishwasher - 2½ hours
   b. Maintenance - ½ hour

4. Thursday
   a. Delivery - 2 hours
   b. Ordering - 2 hours
   c. Arrange engine display - ½ hour
   d. Maintenance - ½ hour

5. Friday
   a. Maintenance - ½ hour
   b. Bookkeeping - 2hours
   c. Stocking - ½ hour

6. Saturday
   a. Selling - 7½ hours
   b. Maintenance - ½ hour

FIRST WEEK

COOPERATIVE EDUCATION
STUDENT WORK RECORD

TYPE OF COOPERATIVE PROGRAM ____________________

NAME ____________________ TRAINING STATION ____________________

JOB TITLE ____________________ DATE __________ THROUGH __________

JOB EXPERIENCE	M	T	W	Th	F	S	S	This Weeks Hours Per Job	Total Hours Per Job For Prior Weeks	Total Hours Per Job To Date
									TOTALS	

SALARY PER HOUR FOR WEEK ______

GROSS SALARY PER WEEK------------$ ______ (Include withholdings, bonus and also commission).

ACCUMULATED SALARY---------$ ______

TOTAL SALARY TO DATE-------$ ______

NOTE: In the squares following each job experience complete the time as follows: 1 1/4; 1 1/2; 1 3/4.

SAMPLE ONLY - To be prepared by each teacher-coordinator.

SECOND WEEK

COOPERATIVE EDUCATION
STUDENT WORK RECORD

TYPE OF COOPERATIVE PROGRAM ____________________

NAME ____________________ TRAINING STATION ____________________

JOB TITLE ____________________ DATE __________ THROUGH __________

JOB EXPERIENCE	M	T	W	Th	F	S	S	This Weeks Hours Per Job	Total Hours Per Job For Prior Weeks	Total Hours Per Job To Date
									TOTALS	

SALARY PER HOUR FOR WEEK ______

GROSS SALARY PER WEEK------------$ ______ (Include withholdings, bonus and also commission).

ACCUMULATED SALARY---------$ ______

TOTAL SALARY TO DATE-------$ ______

NOTE: In the squares following each job experience complete the time as follows: 1 1/4; 1 1/2; 1 3/4.

SAMPLE ONLY - To be prepared by each teacher-coordinator.

THIRD WEEK

COOPERATIVE EDUCATION
STUDENT WORK RECORD

TYPE OF COOPERATIVE PROGRAM ______________________________

NAME ______________________ TRAINING STATION ______________

JOB TITLE ____________________ DATE __________ THROUGH __________

JOB EXPERIENCE	M	T	W	Th	F	S	S	This Weeks Hours Per Job	Total Hours Per Job For Prior Weeks	Total Hours Per Job To Date
									TOTALS	

SALARY PER HOUR FOR WEEK _______

GROSS SALARY PER WEEK------------$ ________ (Include withholdings, bonus and also commission).

ACCUMULATED SALARY---------$ ________

TOTAL SALARY TO DATE-------$ ________

NOTE: In the squares following each job experience complete the time as follows: 1 1/4; 1 1/2; 1 3/4.

SAMPLE ONLY - To be prepared by each teacher-coordinator.

UNIT I

ORIENTATION

TEST--PART 5

1. Identify the purposes of the forms used in the cooperative program by placing a "✓" in front of each.

____a. Provides written proof of all activities.

____b. Provides something to do when no one is busy.

____c. Provides a means of showing appreciation to volunteers in the program.

____d. Provides for efficient record keeping.

____e. Provides information concerning the success of the program.

2. Identify the forms used in the cooperative program by writing the number of each on the right in the correct blank on the left.

____a. Provides the coordinator with needed information when interviewing the student.

____b. Includes information needed for classroom and follow-up activities.

____c. A written agreement between school, employer, student, and student's family which outlines training to be provided.

____d. Provides students with idenification as a coop participant when applying for a job.

____e. Form required by federal government if student is being paid subminimum wage.

____f. Form which the employer completes periodically to show student performance.

1. Student Evaluation Sheet
2. Training plan
3. Student application
4. Student learner's permit
5. Personal data sheet
6. Letter of introduction

____g. Form which the student and parents sign pledging their support of program rules and regulations.

____h. Form providing a daily record of student job attitudes.

____i. Form required by public health agencies showing that students who work with food are free of communicable diseases.

____j. Provides information which allows the coordinator to maintain contact with student work activities.

____k. An IRS form allowing employers to claim a tax credit for coop students.

____l. Provides a means of keeping training station visitation, follow-up, and personal data information.

7. Student work record
8. Follow-up form
9. Health certificate
10. For 6199
11. Student agreement
12. Training station personal data card

UNIT I

ORIENTATION

INFORMATION SHEET 6--YOUTH LEADERSHIP

The Vocational Opportunities Clubs of Texas (VOCT) was organized in 1971 to provide youth leadership training for special needs students in pre-employment and cooperative programs. Explained below are some of the objectives and activities of the organization.

I. Objectives

  A. To give students a chance to develop leadership abilities by taking part in educational, social, and vocational activities.

  B. To develop the ability to plan, organize, and carry out worthwhile club activities and projects.

  C. To develop character and self-confidence.

  D. To develop personality and poise.

  E. To develop positive attitudes in students which will enable them to become active and productive citizens in school and the community.

  (NOTE: See your VOCT handbook; it will tell you more about the club's aims and objectives.)

II. Organization and administrations of local VOCT.

  A. VOCT is a youth organization and should be run by its members.

  (NOTE: To carry on business in an orderly manner there are certain elected positions.)

    1. Club officers

      a. President

      b. Vice-President

      c. Secretary

      d. Treasurer

      e. Reporter

      f. Parliamentarian

      g. Sergeant-at-Arms

2. Committees

(NOTE: Committees are made up of members appointed by the club president.)

B. VOCT Advisor

(NOTE: The advisor starts the club at the beginning of the school year and advises the members throughout the school year on any problems that might arise.)

III. Club activities

A. Club meetings--Are run by the club officers and are arranged to fit the students schedule.

B. VOCT Area and State Leadership Contest--Is held during the school year at various locations.

C. VOCT Social Activities--Include picnics, informal parties, and banquets. These are planned by the club and take place throughout the school year.

D. VOCT Service Activities--Consist of charitable events to help needy causes and the community.

E. Fund-Raising Activities--Are needed to help the club learn to work together and achieve a set goal. Money raised by these activities is used to pay for social activities, trips to area and state contests, and club equipment.

IV. Vocational Opportunities Clubs of Texas Leadership Handbook
This handbook provides:

A. A complete history and explanation of the organization of VOCT.

B. Essentials of a good meeting.

C. The way a meeting is run.

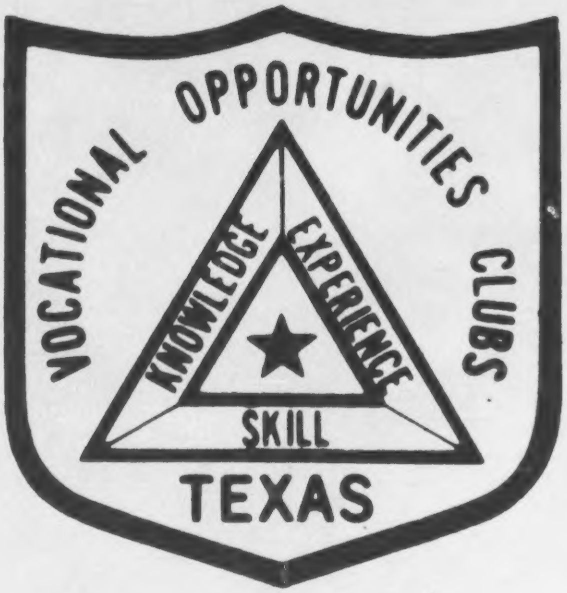
D. The officer's duties.

E. Club ceremonies.

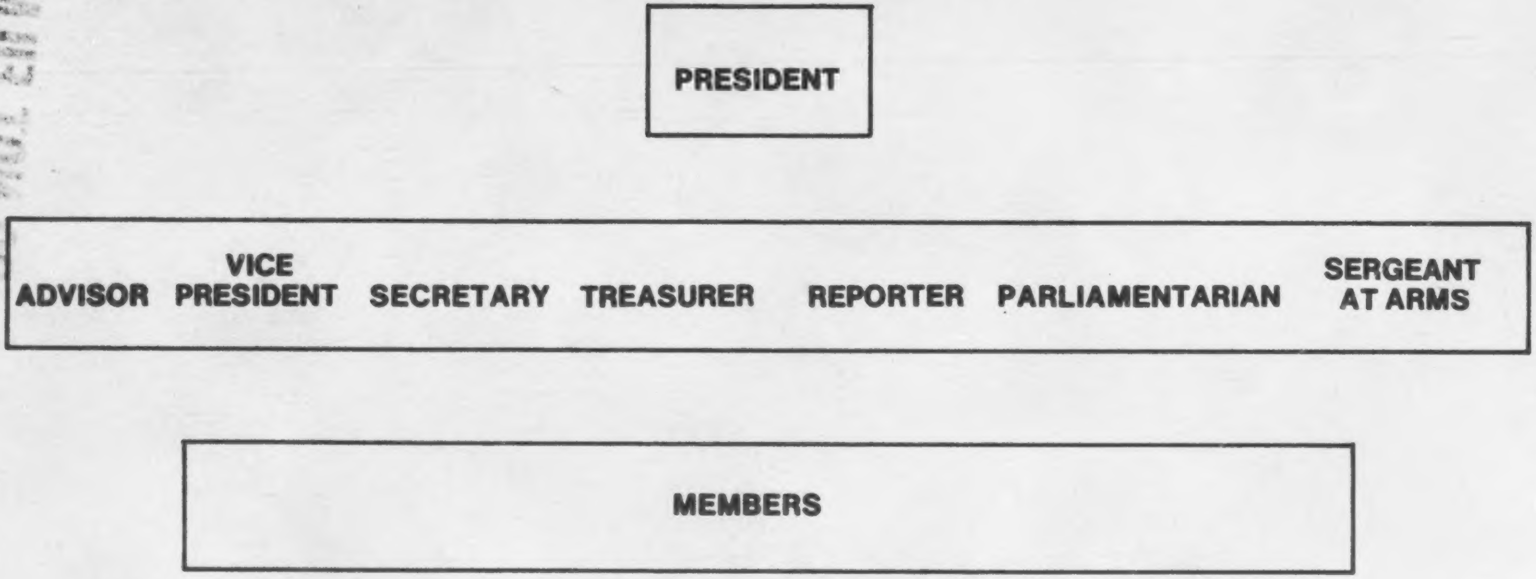
F. Constitution, colors, creed, motto, pledge, and club emblem.

(NOTE: Teachers/coordinators will have VOCT Leadership Handbooks available for VOCT members.)

THE VOCT EMBLEM

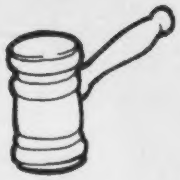

VOCATIONAL OPPORTUNITIES CLUBS
KNOWLEDGE
EXPERIENCE
SKILL
TEXAS

SEATING OF OFFICERS AT A CHAPTER MEETING


PRESIDENT
ADVISOR
VICE PRESIDENT
SECRETARY
TREASURER
REPORTER
PARLIAMENTARIAN
SERGEANT AT ARMS
MEMBERS

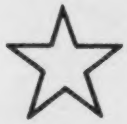
SYMBOLS OF OFFICERS AND ADVISORS

President



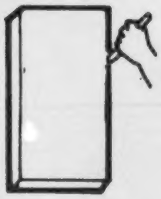
GAVEL

Vice-President



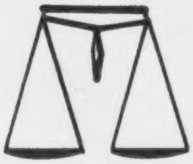
STAR

Secretary



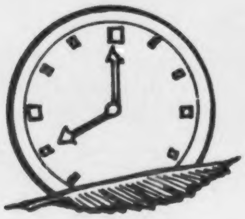
SCRIBER & TABLET

Treasurer



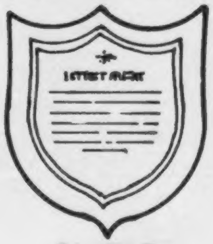
BALANCE

Reporter



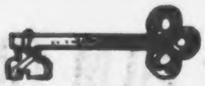
CLOCK & PEN

Parliamentarian



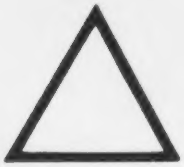
SHIELD

Sergeant-at-Arms



KEY

Advisor



TRIANGLE

UNIT I

ORIENTATION

ASSIGNMENT SHEET 15--IDENTIFY THE OBJECTIVES OF VOCT

Directions: Write the objectives of VOCT that you feel are the most important to achieve during the coming school year. Then explain your selection.

(NOTE: You may use more than two).

A. Most important

1. I feel the most important objective is ______________________

2. I chose this objective because ______________________

B. Second in importance

1. I feel the most important objective or objectives is ________

2. I chose this aim or objective because ______________________

UNIT I

ORIENTATION

ASSIGNMENT SHEET 16--SELECTING OFFICERS

Directions: Offices in the VOCT club should be held by students who are willing to participate in the club activities. To help in officer selection complete the following questions.

A. Would you like to run for an office in your local chapter? If so, which one? Finish one of the sentences below.

I would like to run for ______________________________ because
____
____
____
____
____.

I don't want to run for an office because ____________________
____
____
____
____
____.

B. Have you ever been an officer in any type of club? Is so, put the club name in the first blank and the office in the second blank.

I was an officer in _________________________. My office was
__________________________.

UNIT I

ORIENTATION

ASSIGNMENT SHEET 17--PLANNING CLUB ACTIVITIES

Directions: Club functions work better when they are planned well in advance. To provide ideas for activities for the first club meeting, complete the questions below.

A. List 4 social activities you would like to see your club organize this school year.

1. ____
2. ____
3. ____
4. ____

B. List 4 fund-raising ideas you would like to see your club participate in this school year.

1. ____
2. ____
3. ____
4. ____

C. Develop a calendar for the events of the year. Include the activites listed on the chalk board by your instructor. Plan for September through May.

UNIT I

ORIENTATION

TEST--PART 6

1. Select the objectives of the Vocational Opportunities Clubs of Texas by placing a "✓" in front of each true statement below.

    _____a. The organization gives students a chance to develop leadership abilities by taking part in educational, social, and vocational activities.

    _____b. The organization develops the ability to plan, organize, and carry out worthwhile club activities and projects.

    _____c. The organization provides time off from work.

    _____d. The organization builds character and self-respect.

    _____e. The organization helps develop personality and poise.

    _____f. The organization creates positive attitudes which enable the student to become active and productive citizens in school and the community.

2. Point out the organization of the local chapter by answering "TRUE" or "FALSE" to each statement below.

    _____a. The VOCT organization is a youth organization and should be run by its members.

    _____b. To carry on club business, there are five elected officers.

    _____c. The committees are made up of individuals who are not members of the organization.

    _____d. The advisor gets the organization going and then advises the members throughout the year.

3. List five club activities that take place in VOCT organizations.

    a.

    b.

    c.

    d.

    e.

4. Point out the things found in the VOCT Leadership Handbook by circling the letter in front of each.

    a. A complete history and explanation of the VOCT organization.

    b. Essentials of a good meeting.

    c. The way a meeting is run.

    d. The officers duties.

    e. A shop safety check list.

    f. Club ceremonies.

    g. Constitution, colors, creed, motto, pledge, and emblem.

UNIT I

ORIENTATION

INFORMATION SHEET 7--EMPLOYER APPRECIATION

I. Employer-Employee Banquet

(NOTE: Your employer makes a very important contribution to your years in the Cooperative Training Program. The employer is responsible for your training while you are employed. In a sense, he or she is your "teacher on the job." Special effort should be given to express your appreciation to your employer. One of the best ways to show this appreciation is through the Employer-Employee Banquet).

A. One of the most important activities of the year.

B. Brings together the employers, the students, and the school administration.

C. Promotes good public relations for the Cooperative Training program.

D. Requires students in charge of planning and preparation to:

1. Select location.
2. Choose menu.
3. Send out formal invitations.
4. Make place cards and decorations.
5. Select entertainment (optional).
6. Select speaker.
7. Select appreciation certificates for employers.

E. Students lead the program, which includes:

1. Master of ceremonies
2. Invocation
3. Report on year's work
4. Introductions
5. Distribution of employer certificates

F. Members pay for meals of employer.

(NOTE: The banquet can be financed several ways. Students may pay for the meals, or participate in fundraising activities throughout the year. Either way, the employer is the guest and should never be asked to pay for her/his own ticket.)

G. Students should sit with their employers during the banquet.

II. Appreciation certificates

A. Certificates of appreciation should be given to all employers.

B. May be presented at the Employer-Employee Banquet.

C. Should be signed by school principal, district vocational administrator, student, and teacher-coordinator.

D. Should be framed for display at the training station.

III. "Thank you" letter

A. Written by student employee,

B. Sent to employer at end of school year, and

C. Expresses appreciation for training received on the job.

COOPERATIVE EDUCATION PROGRAM

This Is To Recognize ______________________________

For

OUTSTANDING SERVICE AND COOPERATION

As A

TRAINING STATION

During

19___ *and* 19___

____
(High School)

____
(Principal)

____
(Director)

____
(Teacher/Coordinator)

UNIT I

ORIENTATION

ASSIGNMENT SHEET 18--PLAN WAYS OF SHOWING EMPLOYER APPRECIATION

Every person likes to feel appreciated, and employers are no exception. At the end of the school year, your class will host a banquet in honor of all the employers, and your employer will also receive a certificate. However, your employer supervises your training all year, so you shouldn't wait till the end of school to express your gratitude. Think of some ways you can show your appreciation to your employers all year to make them feel special. List at least 6 items, then carry them out through the year.

EXAMPLE: Find out your employer's birth date, and send a birthday card.

A.

B.

C.

D.

E.

F.

G.

H.

I.

J.

UNIT I

ORIENTATION

ASSIGNMENT SHEET 19--PLAN AN EMPLOYER-EMPLOYEE BANQUET

Directions: Work in small groups of 3 or 4 in planning the employer-employee banquet. Select one or more of the items listed below to prepare. Record your plans on paper and bring them to class for discussion.

A. Get details on various locations.

B. Plan a menu and get a cost estimate.

C. Design an invitation.

D. Make place cards and decorations.

E. Select entertainment.

F. Select a speaker.

G. Prepare appreciation certificates for employers.

H. Arrange the program and assign student parts.

I. Propose ideas for funding the banquet.

UNIT I

ORIENTATION

ASSIGNMENT SHEET 20--WRITING A THANK-YOU LETTER

Directions: Write a sample thank-you letter to be used as a guide for the letter to be sent at the end of the school year. Be sure to express appreciation for the time and effort spent in training you on the job.

UNIT I

ORIENTATION

TEST--PART 7

Directions: Select the best methods of showing appreciation to your employer during the employer-employee banquet, with appreciation certificates, and by using "thank you" letters. Write the letter of the answer that best completes each sentence in the blank provided.

_____1. The student should

a. ask the employer to pay for the meal.

b. ask the instructor to pay for the meal.

c. pay for the employer's meal.

_____2. The students should invite the employers by

a. pinning a note on the bulletin board.

b. sending a formal invitation.

c. calling on the phone.

_____3. The student should sit with

a. the employer during the meal.

b. anyone during the meal.

c. your employer's competition during the meal.

_____4. Certificates of appreciation should be given to

a. all employers.

b. the best employer selected.

c. the employer paying the most money.

_____5. The certificate should be presented during

a. classtime.

b. a busy day at work.

c. the employer-employee banquet.

_____6. The certificate should be signed by

a. the school principal, vocational administrator, student and teacher/coordinator.

b. the student only.

c. the president

_____7. The certificate of appreciation should be

a. pinned to the bulletin board at work.

b. framed and displayed at the training station.

c. returned at the end of the year.

_____8. The "thank you" letter to an employer should be written by the

a. teacher.

b. principal.

c. student employee.

_____9. The letter should thank the employer for

a. all that money.

b. not working you too hard.

c. the training received on the job.

____10. The letter should be sent to the employer

a. two weeks before New Year.

b. before the end of school.

c. about the middle of the summer.

UNIT I

ORIENTATION

INFORMATION SHEET 8--LAWS AFFECTING COOPERATIVE TRAINING

I. Fair Labor Standards Act (1938)

  A. Also known as the Federal "Wage and Hour Law."

  B. Intended to protect young workers from being abused by employers.

  C. Concerns businesses that

    a. Are involved in interstate or foreign commerce.

    b. Are grossing over $ 250,000 a year.

    (NOTE: The government has tried to include more businesses in the Fair Labor Standards Act. Now most businesses except small, family-operated businesses are included).

II. Provisions of the Fair Labor Standards Act

  A. Minimum age requirements

    1. Ages 14-15

      a. May hold a variety of jobs in retail sales, food services, and service stations.

      b. May not work before 7 a.m. or after 7 p.m. from Labor Day through June 1.

      c. May not work more than 3 hours on school days or more than 18 hours during school weeks.

      d. May not work more than 8 hours per day on non-school days.

      e. May not work more than 40 hours during non-school weeks.

    2. Ages 16-17

      a. May work at any job except those listed as "hazardous" by the U.S. Department of Labor.

      b. Certain exemptions give vocational students even larger job opportunities.

3. Age 18 and over

    a. Considered an adult.

    b. May work at almost any occupation.

    (NOTE: Most employers will not hire any students under the age of 16 because of this minimum wage requirement. This is one reason a student must be 16 years of age to enter a cooperative vocational education program. You may be asked to prove that you are legally old enough to work by obtaining a work permit or proof of age. Membership in a cooperative program will usually be proof enough for employers. If they violate this law, employers can be fined up to $10,000).

B. Hazardous Occupations Listings

1. Job areas in which teenagers under 18 should not be employed because of the risk of physical injury is high are:

    a. Manufacturing and storing explosives

    b. Outside helper on motor-driven vehicles

    c. Coal mining

    d. Logging and sawmilling

    e. Operating power-driven woodworking machines

    f. Occupations involving exposure to radioactive substances or ionizing radiation

    g. Operating power-driven hoisting apparatus

    h. Operating power-driven metal forming, punching, and shearing machines

    i. Mining other than coal mining

    j. Slaughtering, meat packing, processing, and rendering

    k. Operating power-driven bakery machines

    l. Operating power-driven paper products machinery

    m. Manufacture of brick, tile, and related products

    n. Operation of power-driven circular saws, band saws, and guillotine shears

    o. Wrecking and demolition

    p. Roofing

    q. Excavation

2. Students are not held to the hazardous occupations restrictions if certain conditions are met.

    a. Enrollment in a cooperative program.

    b. A written agreement with special provisions

        (1) The work is necessary for your training.

        (2) The work should be for short periods of time, under the direct supervision of an experienced person.

        (3) Safety instructions given.

        (4) Training plan is written showing that student will be moving from one level of skill to the next.

C. Minimum Wage Requirements

1. Federal government sets the lowest wage that employers are allowed to pay workers.

2. Exceptions to minimum wage

    a. if occupation has long training period.

    b. employers can pay 75% of minimum wage if given approval from Department of Labor.

3. Overtime provisions--An employee who works more than 40 hours in anyone work week must be paid 1½ times the normal rate for the hours over the regular 40 hours.

UNIT I

ORIENTATION

ASSIGNMENT SHEET 21--DETERMINE THE CORRECT LAWS

Directions: Read the following sentences. Assuming all businesses involved are under the Fair Labor Standards Act, determine which situations are within the law and which are violations of the law. Place a check in the appropriate column on the right.

	Within the Law	Violation of Law
A. A 14-year-old wants to work at a service station.		
B. A 15-year-old wants to work till 9:00 p.m. on June 1.		
C. A 15-year-old wants to work 40 hours a week during Christmas vacation.		
D. A 14-year-old wants to work from 5 p.m. till 9 p.m. on a school day.		
E. A vocational student is employed in a hazardous occupation that is exempt for vocational students when certain conditions are met.		
F. An 18-year-old is employed in a coal mine.		
G. A 15-year-old is employed to do roofing.		
H. A 16-year-old non-vocational student is employed in a meat packing house.		
I. An employee receives only 75% of minimum wage during his training (Employer receives appropriate permission).		
J. An employee receives $157.50 for 45 hours of work at a regular wage of $3.50 an hour.		

UNIT I

ORIENTATION

TEST--PART 8

1. Explain the purpose of the Fair Labor Standards Act.

2. Point out the provisions of the Fair Labor Standards Act by answering "True" or "False" to each statement below.

__________a. Students between the age of 14 and 15 must work from 6 a.m. to 10 p.m. each day.

__________b. Age 16 and older are considered adults.

__________c. Ages 16-17 may work at any job except those listed as "hazardous" by the U.S. Department of Labor.

__________d. The hazardous occupation listing is the job areas that teenagers cannot be placed because employers work the employees too hard.

__________e. An example of a hazardous occupation would be coal mining or manufacturing explosives.

__________f. Students can be exempt from hazardous occupations restrictions if they are enrolled in a cooperative program and have a written agreement with certain conditions.

__________g. The minimum wage that employees can be paid is set by the school.

__________h. An employee must be paid 1½ times the normal rate if more than 40 hours per week is worked.

UNIT II

JOB APPLICATION AND INTERVIEW

UNIT OBJECTIVE

After completing this unit, the student will be able to select the correct procedures involved in applying and interviewing for a job. The student will be able to identify the various sources of job information; compose a personal data sheet, and a letter of application; complete an application form; demonstrate the correct procedure for applying by telephone; demonstrate and identify correct behavior before, during, and after an interview; and identify characteristics employers want to find in their employees. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Define terms associated with the job application and interview processes.
2. Identify different sources of job information.
3. Describe characteristics of private and public employment agencies.
4. Analyze standards for writing a personal data sheet.
5. Name items that should be included on a personal data sheet.
6. List the proper uses of a personal data sheet.
7. Select correct standards for writing a letter of application.
8. Point out the information that should be included in a application.
9. Point out information to be included when applying for a job by telephone.
10. Explain how to correctly complete an application form.
11. Describe proper behavior and grooming for a job interview.
12. Anticipate various questions that might be asked during an interview.
13. Point out proper behavior in ending an interview.
14. Describe the correct procedure used to follow-up an interview.
15. Name characteristics employers desire in their employees.
16. Discuss the reasons individuals are not hired.

UNIT II

JOB APPLICATION AND INTERVIEW

NOTES TO THE COORDINATOR

I. Objective sheet

  A. Discuss the unit objective with the students.

  B. Discuss each specific objective.

  C. Have the students complete the objectives in a sequence best suited to your classroom.

  D. Add any objectives necessary to fully meet the needs of the unit and the students.

II. Information and assignment sheets

  A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

    1. Discuss the terms and definitions.

    2. Have the students refer to the dictionary for additional information.

    3. Have the students look in the local newspaper want ad section and find an example of the different types of ads (e.g., blind ad, help wanted, employment agency ad).

    4. Use ASSIGNMENT SHEET 1--WANT AD CROSSWORD PUZZLE to reinforce this area of information.

    (Note: Have the students make similar puzzles to share with each other.)

  B. INFORMATION SHEET 2--WHERE TO FIND THE JOB YOU WANT

    1. Ask the students how they found out about the jobs they currently hold. List the source on the board and keep track of how many jobs came from each source.

    2. Arrange a field trip to the local office of the Texas Employment Commission to explain the services that are available.

    3. Arrange for an employee of a private employment agency to speak to the class about services available through a private agency. Have the speaker bring copies of the contract and explain the conditions and fees.

    4. If a union is represented in the community, have a union spokesperson come speak to the class about union membership.

5. Have the students write their own Situation Wanted ad.

6. Have students read the want ads and select ads for jobs in which they would be interested.

7. Use the following transparencies to promote class discussions.

   a. TRANSPARENCY 1--THE JOB HUNTER'S GUIDE

   b. TRANSPARENCY 2--WHERE TO START

8. Use ASSIGNMENT SHEET 2--FIGURING EMPLOYMENT AGENCY FEES to reinforce this area of information.

C. INFORMATION SHEET 3--THE PERSONAL DATA SHEET

1. Make transparencies of several forms that can be used for a personal data sheet and discuss each example with the class.

2. Use an imaginary person or a student in the class as an example and have the students write a personal data sheet for that person.

3. Use ASSIGNMENT SHEET 3--WRITING A PERSONAL DATA SHEET to reinforce this area of information.

D. INFORMATION SHEET 4--APPLYING FOR A JOB

1. Have the students review basic rules of telephone courtesy.

2. Call the telephone company for information on free materials and/or filmstrips that might be available.

3. Have a representative from the telephone company speak to the class on telephone courtesy.

4. Have the students take turns role-playing with mock telephones how to apply for a job by phone. Tape record the activity and play back to the class.

5. Have the personnel director from a nearby company speak to the class on what he/she looks for on a letter of application.

6. Use the following transparencies to promote class discussions.

   a. TRANSPARENCY 3--BEFORE YOU APPLY

   b. TRANSPARENCY 4--GATHER INFORMATION

   c. TRANSPARENCY 5--APPLYING BY TELEPHONE

   d. TRANSPARENCY 6--THE APPLICATION FORM

7. Use the following assignment sheets to reinforce this area of information.

    a. ASSIGNMENT SHEET 4--USING THE TELEPHONE TO ARRANGE FOR A JOB INTERVIEW

       (NOTE: Provide mock telephones for this assignment.)

    b. ASSIGNMENT SHEET 5--COMPARE TWO LETTERS OF APPLICATION

    c. ASSIGNMENT SHEET 6--WRITE A LETTER OF APPLICATION

E. INFORMATION SHEET 5--COMPLETING THE APPLICATION FORM

1. Explain that although some students may not have had to complete an application form for their present job, they may for another job.

2. Gather application forms from several companies. If possible, get a copy for each student. Compare the application forms to see what is similar and what is different.

3. Select questions from the application forms that might be unfavorable and discuss possible answers. (Example: "Have you ever been arrested?")

4. Use ASSIGNMENT SHEET 7--COMPLETING THE APPLICATION FORM to reinforce this area of information.

F. INFORMATION SHEET 6--PREPARING FOR THE INTERVIEW

1. Cut several pictures from magazines. Show each picture to the class and discuss if the person is dressed appropriately for an interview and why, or why not. Have students pretend they are the interviewer or personnel director, and have them evaluate each picture. Would they hire a person looking like this? Why, or why not?

2. Have a fashion consultant from a department store come to speak on acceptable interview fashions.

   (NOTE: If a class has several girls, ask a beauty consultant from Avon or Mary Kay, etc., to come and explain how to put on make-up.)

3. Ask about films that are available from several sources.

4. Have students find pictures in magazines and make a bulletin board on "Dressing for the Job Interview." Have poor examples and good examples represented in the pictures.

5. Use TRANSPARENCY 7--FOR THE INTERVIEW, APPEARANCE COUNTS to promote class discussion.

6. Use ASSIGNMENT SHEET 8--ANSWERING QUESTIONS THE EMPLOYER MAY ASK to reinforce this area of information.

   (NOTE: Have the students role-play an interview and practice answering questions that might be asked by an employer.)

G. INFORMATION SHEET 7--THE INTERVIEW

1. Have the students role-play an interview, rotating roles of applicant, receptionist, and interviewer. Tape record each interview and play back at the end of each session.

2. Have a personnel officer or school counselor visit the class to "interview" students in s similated interview.

3. Have the students role-play an interview follow-up by telephone. Tape record each call and play back to the class for a discussion.

4. Use the following transparencies to promote class discussion.

   a. TRANSPARENCY 8--IT IS NORMAL TO BE A LITTLE NERVOUS THE FIRST TIME YOU APPLY FOR A JOB

   b. TRANSPARENCY 9--AT THE INTERVIEW

   c. TRANSPARENCY 10--HOW YOU TELL THE EMPLOYER YOU NEED A JOB

5. Use the following assignment sheets to reinforce this area of information.

   a. ASSIGNMENT SHEET 9--PRACTICING THE INTERVIEW

   b. ASSIGNMENT SHEET 10--PARTICIPATING IN AND EVALUATING THE JOB INTERVIEW

      (NOTE: Act the part of an interviewer for your students and have them take turns being interviewed.)

   c. ASSIGNMENT SHEET 11--FOLLOWING UP THE INTERVIEW

H. INFORMATION SHEET 8--WHAT THE EMPLOYER WANTS IN EMPLOYEES

1. Have students think of a fellow employee they feel is successful and list 10 good qualities about the worker.

   a. Discuss each list and write each quality on the board.

   b. Compare this list with what employers look for and the reasons given for not hiring a person.

2. Ask a community businessperson to talk about what qualities looked for when hiring and promoting employees.

3. Use TRANSPARENCY 11--WHAT THE EMPLOYER LOOKS FOR IN AN EMPLOYEE to promote class discussion.

4. Use ASSIGNMENT SHEET 12--WHAT DO YOU HAVE TO OFFER? to reinforce this area of information.

III. Answers to assignment sheets

A. Some of the assignment sheets will vary according to training and should be graded individually.

B. Some assignment sheets will not have specific answers but will depend on student participation.

IV. Unit Test

A. The test is divided into eight parts.

1. Each part covers one information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon completion of all the information and assignment sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to unit tests

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

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D. Lynch, Richard L., Getting the Job. Career Core Competencies Series. New York: McGraw Hill Book Company. 1977.

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F. *The Hunters Guide*--Bell Telephone

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I. Livingstone, Arnold. *Janus Job Interview Guide*. Janus Publishing Company, 1977.

J. Anema, Durlynn. *Get Hired!* Janus Publishing Company, 1979.

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L. Jew, Wing and Carol Tandy. *Using the Want Ads*. Janus Publishing Company, 1977.

UNIT II

JOB APPLICATION AND INTERVIEW

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT 1

ACROSS

5. attractive
7. part-time
9. maintenance
11. National
13. start
14. wage
17. appointment
23. call
24. agency
25. yearly
26. typing

DOWN

1. appearance
2. interview
3. employ
4. work
6. commission
8. month
10. evening
12. temporary
15. experience
16. answer
18. manager
19. general
20. truck
21. salary
22. company

Assignment 2

A. 20 hrs. x $3 per hour = $60 per week
$60per week X 4 weeks = $240 per month
$240 X 30% = $72

B. 1. $450 X 40% = $180
2. Two payments of $90.00 ($180 ÷ 2 payments)
3. Four payments of $45.00 ($180 ÷ 4 payments)

Assignment 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Evaluated to the satisfaction of the instructor.

UNIT II

JOB APPLICATION AND INTERVIEW

ANSWERS TO TESTS

Part 1

1. a. 5
   b. 1
   c. 7
   d. 2
   e. 13
   f. 10
   g. 8
   h. 3
   i. 6
   j. 4
   k. 14
   l. 12
   m. 9
   n. 11

2. a. Assistant
   b. Building
   c. Business
   d. Company
   e. Commission
   f. Department
   g. Experience
   h. Hour
   i. Housekeeper
   j. Manager
   k. Maintenance
   l. Monday through Friday
   m. Necessary
   n. Part-time
   o. References required
   p. Reliable
   q. Salary open
   r. Temporary job
   s. Typing

Part 2

1. a.
   b. ✓
   c. ✓
   d. ✓
   e.

2. a. True
   b. False
   c. False
   d. True
   e. True
   f. True
   g. True
   h. True
   i. True
   j. False

3. a. Offers job information.
   b. Offers career counseling through counselors and teachers.

Part 3

1. a. True
   b. False
   c. True
   d. False
   e. True
   f. True

2. a. X
   b.
   c.
   d.
   e. X
   f. X
   g.
   h. X
   i. X
   j. X
   k. X
   l. X
   m.
   n. X
   o. X
   p. X
   q.

3. a. Take two copies to the interview.
   b. Mail one copy with your letter of application.
   c. Keep a copy in a safe place and update it each time you change a job.

Part 4

1. a. True
   b. False
   c. False
   d. True
   e. True

2. a. Letter
   b. Understood
   c. Neatly
   d. Positive
   e. Spelling, grammar, capitalization
   f. Smudges or erasures
   g. Person
   h. Appropriately

3. a.
   b. X
   c. X
   d. X
   e.
   f. X
   g. X
   h.
   i. X
   j. X
   k. X

Part 5

1. a. Application form
   b. Entire
   c. Personal data sheet
   d. Recheck
   e. Not applicable

2. [✓ a.]
   b.
   [✓ c.]
   [✓ d.]
   e.

Part 6

1. a. No
   b. No
   c. Yes
   d. Yes
   e. Yes
   f. No
   g. Yes

2. a. ✓
   b. ✓
   c.
   d.
   e. ✓
   f.
   g. ✓
   h. ✓
   i.
   j. ✓

Part 7

1. a. No
   b. Yes
   c. Yes
   d. No
   e. Yes

2. a.
   [✓ b.]
   c.
   [✓ d.]
   [✓ e.]

3. a. True
   b. True
   c. False
   d. False
   e. True
   f. False
   g. False
   h. True
   i. False
   j. True
   k. False
   l. True

4. a.
   b. X
   c.
   d.
   e. X
   f. X
   g. X
   h.
   i. X
   j. X
   k.
   l. X
   m.
   n. X

5. a. True
   b. True
   c. False
   d. True
   e. False

6. a. Letter
   b. Interest
   c. Interview
   d. Sell
   e. Offered

Part 8

1. a. Skills
   b. Work
   c. Experience
   d. Vocational
   e. Personality
   f. People

2. a. 3
   b. 2
   c. 6
   d. 5
   e. 1
   f. 4
   g. 3
   h. 4
   i. 1
   j. 3
   k. 2
   l. 1
   m. 3
   n. 5

UNIT II

JOB APPLICATION AND INTERVIEW

INFORMATION SHEET 1--TERMS AND DEFINITIONS

I. Terms

A. Applicant--Individual applying for a job.

B. Blind ad--Advertising that does not identify the advertiser; applicant is asked to send a letter of application to a post office box number or call a certain number.

EXAMPLES:

> COOK-HOUSEKEEPER. Live in. $600 mo. References. Write this paper. Box 31728.

> COLLECTION TRAINEE
> International publishing company has opening in credit & collection department. Previous bank, finance or retail experience necessary. No outside work involved. Many company benefits. Send resume outlining experience and salary requirements. J. Wirtz, PO Box 960. Daly City, Calif. 94017.

C. Classified ads--Advertising that is grouped in sections by the produce or service offered.

D. Educational background--A complete record of your education.

EXAMPLE: Schools attended: courses taken.

E. Employee--One employed by another, for wages or salary.

F. Employer--One who hires another for wages or salary.

(NOTE: An employer may be a person or a whole company.)

G. Employment agency--Establishment that finds jobs for people.

H. Employment wanted ad--Advertisement placed by an individual seeking employment and telling what his/her qualifications are.

EXAMPLE:

> Enthusiastic young man needs part-time mechanics position after school and weekends. Will furnish references. Contact Eddie Brown at 677-4153.

I. Extra-curricular activities--Ways the applicant spends leisure time.

J. Fringe benefits--The "extras" provided by an employer, such as paid vacations, sick leave, and insurance protection.

K. Help wanted ad--Advertisement telling what kind of job is available and what the required qualifications are.

EXAMPLES

AUTO mechanic. Journeyman
pref. Chrysler exper Apply
person. Jim Barclay DALAND
MOTORS. 460 El Paso.
Millbrae. 697-8397.

SALESGIRL-ladies apparel.
Some exp. nec. ½day Sat.
only. Call Mr. Marvin, days
431-8539.

L. Interviewer--Person who interviews the applicant.

M. Legible--Neat and readable.

N. Marital status--Indicates whether the applicant is single, married, or divorced.

O. Personal data information sheet--A written summary of the applicant's important information.

P. Personnel--The persons who are employed in a factory, office, or organization.

Q. Qualification--The characteristics, training, schooling, and accomplishments required of an applicant for a job.

R. Reference--Person, usually unrelated, who can provide information about the applicant.

S. Salary--A fixed sum the applicant receives for services rendered.

T. Vocational preparation--Skills in a vocational area gained through formal schooling or work experience.

U. Wage--A set amount to be paid each hour.

II. Abbreviations commonly found in want ads.

A. Agency: an employment agency
B. Ans.: answer; to reply to
C. Appt.: appointment; a time for meeting to talk about the job
D. Asst.: assistant; one who helps another person on a job
E. Attr.: attractive; good-looking
F. Bldg.: building
G. Bus.: business
H. Call: telephone
I. Co.: company
J. Comm.: commission
K. Dept.: department
L. Drv. Lic.: driver's license

M. Employ: to hire a person to work
N. Eve.: evening, night
O. Excel.: excellent; very good
P. Exper.; Ex.: experience; what you have worked before
Q. Gd. sal.: good salary
R. Gen.: general
S. Hr.: hour
T. Hrly.: hourly
U. Hskpr.: housekeeper
V. Lt.: light; does not involve much of this work
W. Mang.: manager; person who handles the affairs of a business
X. Maint.: maintenance
Y. Mech.: mechanic, or mechanical
Z. M-F.: Monday through Friday
AA. Mo.: month
AB. Natl.: national
AC. Nec.: necessary
AD. Pt. time: part-time jobs
AE. Perm.: permanent
AF. Per mo.: per month; each month
AG. Per wk.: per week; each week
AH. Refs.: references; people who can speak well of you
AI. Ref. req.: you must send references when you apply
AJ. Rel.: reliable; a person who can be counted on
AK. Sal.: salary; a set amount paid
AL. Sal. open: salary open; the salary will be agreed upon between the employer and employee
AM. Sm.: small; some
AN. Temp.: temporary job
AO. Trans.: transportation
AP. Trk.: truck
AQ. Typ.: typing
AR. Wk.: week or work
AS. Wkdys.: week days
AT. Wkly.: weekly, each week
AU. Yr.: year
AV. Yrly.: yearly; each year
AW. $$: dollars, money

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET 1--WANT-AD WORDS CROSSWORD PUZZLE

Directions: Using the word list below, fill in the blanks in the sentences. Then use the sentences to complete the Crossword puzzle on the following page.

agency
answer
appearance
appointment
attractive
call
commission
company
employ
evening
experience
general
interview
manager
maintenance
month
national
part time
salary
start
temporary
truck
typing
wage
work
yearly

ACROSS:

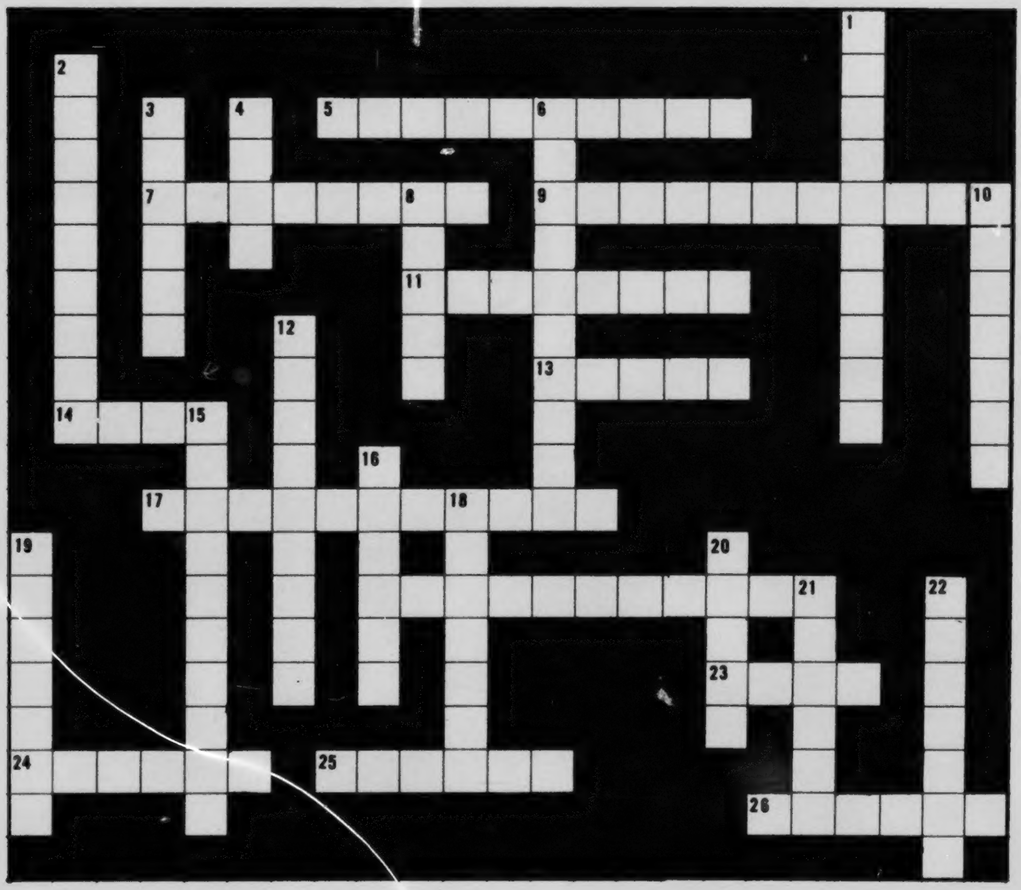
5. A person that is good-looking is said to be ______________________.
7. "Pt. time" means that the job is ____________________.
9. "Maint." is the abbreviation for______________________.
11. A job with the First "Natl." Bank means the job is with the First ________Bank.
13. The "start." salary is the salary you will ________________out with.
14. The set amount to be paid each hour is the ____________.
17. An ___________________is a time set for meeting to talk about the job.
23. "To _______________ for an appointment" means you should telephone the company to arrange a time for a meeting.
24. An employment agency is simply called an __________in the want ads.
25. "Yrly." means ____________, or that something will happen each year.
26. If the ad says that "typ. required", you know that _____________is required for the job.

DOWN:

1. How you look and dress is your __________________.
2. A personal meeting with an employer is an ___________________.
3. To ___________ a person means to hire a person to work.
4. In want ads, the abbreviation "wk." can either mean week or _______________.
6. "Salary plus comm." means the employee will receive a salary plus a __________.
8. If the salary for a job is $600 per __________, the want ad would read "$600 per mo.".
10. The abbreviation for ___________is "eve.".
12. A "temp." job would mean the job is _________________.
15. Your __________________is what you have worked at before.
16. To "ans." an ad means to ____________the ad, or to reply to it.
18. The ________________is the person who handles the affairs of a business.
19. An ad for a "gen. mech." is an ad for a _______________mechanic.
20. An ad for a "trk. driver" is an ad for a ________________driver.
21. A set amount paid an employee per month is a ________________.
22. The J.E. Smith Co. means the J.E. Smith _______________________.

WANT-AD WORDS CROSSWORD PUZZLE

Directions: Complete the Crossword Puzzle by using the clues you completed in the statements on the previous page.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26

UNIT II

JOB APPLICATION AND INTERVIEW

INFORMATION SHEET 2--WHERE TO FIND THE JOB YOU WANT

I. Friends and relatives--This is the most common source of all for finding a job.

II. Newspaper want ads--The local newspaper want ad section lists free employment leads.

III. Radio and television--These media sometimes offer excellent leads for employment.

IV. Employment agencies--This source is available for a fee to persons looking for more technical jobs or when other resources fail.

- A. Types of agencies
  - 1. Private agency
    - a. Charges a fee for placement services

      (NOTE: The applicant is required to pay the placement fee unless the job is "fee paid" which means the hiring employer pays the placement fee.)
    - b. Collects a fee when employment is secured.
      - 1. Percentage of the annual salary
      - 2. May collect a flat rate
    - c. Controlled by state laws
  - 2. Public agency

    EXAMPLE: Texas Employment Commission
    - a. Does not charge a placement fee for services.
    - b. Supported by state and federal governments
- B. Services provided by employment agencies:
  - 1. For employees
    - a. Finds jobs for workers
    - b. Provides career counseling
    - c. Provides vocational testing
    - d. Arranges interviews with employers

2. For employers
    a. Finds workers for jobs
    b. Matches applicants to jobs
    c. Screens unqualified applicants
    d. Arranges interviews with applicants
    e. Provides the necessary skill and knowledge testing.

       EXAMPLES: Basic math and language skills, spelling typewriting.

V. School placement services
  A. Offers job information
  B. Offers career counseling through counselors and teachers.

THE JOB HUNTER'S GUIDE

TIPS TO HELP YOU GET A JOB

(Or, how NOT to be

embarrassingly and

unproductively unemployed!)*

TM-1

WHERE TO START

- Ask friends and relatives
- Read want ads of newspapers
- Contact business personnel offices

- Contact employment agencies
- Ask school personnel
- Watch for special ads

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET 2--FIGURING EMPLOYMENT AGENCY FEES

Directions: Complete the sample contract on the next page selecting the fee payment method of your choice. Then answer the following questions.

A. Using the terms in the employment agency contract, figure the fee that would be paid for a part-time job with wages of $3.00 an hour, 20 hours per week, for four weeks. ______________

B. 1. Sometimes the company agrees to pay the employment agency fee for the new employee. How much would the fee be for a job paying $450 per month?______________

2. If the new employee pays the fee in two equal payments, how much would each installment be?______________

3. If the new employee is paid weekly, how much would each installment payment be?______________

JOB APPLICATION AND INTERVIEW

COLLINS EMPLOYMENT AGENCY

COLLINS Employment Agency provides this contract to protect you and the agency. It is very important that you read all details carefully and ask for a full explanation of any portion that is not clear to you. Our agency is bonded and licensed by the Texas Department of Labor.

I hereby employ the COLLINS Employment Agency to assist me in securing a position. I understand that I am to keep all information given to me regarding positions in strict confidence and agree to report the acceptance of a job and the results of the interviews to the COLLINS Employment Agency. I also understand that if any position is offered me as a result of being sent by this agency, I am obligated to the agency.

Upon acceptance of the position that was secured for me by the COLLINS Employment Agency, I agree to pay the fee as follows:

15% of 1st full month gross pay if pay is $99.99 or less; 20% of 1st full month gross pay if pay is $100.00-$199.99; 30% of 1st full month gross pay if pay is $200.00-$399.99; 40% of 1st full month gross pay if pay is $400.00-$599.99; $600.00 and above--percentage of annual income to be agreed upon by both parties.

(This fee schedule is established by state law.)

_____I will pay the fee in full within 10 days of accepting the job.

_____I will pay in two (2) equal installments if I am paid monthly.

_____I will pay in three (3) equal installments if I am paid twice a month.

_____I will pay in six (6) equal installments if I am paid weekly.

In the event this placement fee is not paid in accordance with the above, I further agree to pay reasonable attorney fees and court charges that are necessary in collecting any balance that I may owe should I become delinquent with payment.

I HAVE CAREFULLY READ THE ABOVE CONTRACT AND FULLY UNDERSTAND ITS CONTENTS AND DO AGREE TO ABIDE BY ITS CONTENTS.

____
Signature

____
Date

(Sample Contract)

UNIT II

JOB APPLICATION AND INTERVIEW

TEST--PART 2

1. Select from the following statements ways a person looking for a job can use different resources. Place a "✓" in the blank for those statements that are sources of job information.

_____a. Persons can read the employment wanted column in the newspaper for listings of possible job openings.

_____b. Special training courses may be advertised in the newspaper.

_____c. Career counseling and job information can be obtained from school personnel, like coop teachers and vocational counselors.

_____d. An individual should tell friends and relatives that he/she wants a job.

_____e. A person looking for a job can make use of free services of private employment agencies, like job placement.

2. Below are statements concerning employment agencies. Answer by writing TRUE or FALSE in the blanks.

_____a. There are two types of employment agencies--public agencies and private agencies.

_____b. Private employment agencies do not charge a placement fee for their services.

_____c. In a "fee paid" job, the applicant is required to pay the placement fee.

_____d. The applicant is required to sign a contract when using the services of a private employment agency.

_____e. The public employment service that is available free of charge to all Texans is the Texas Employment Commission.

_____f. Public employment agencies are supported by money from the state and federal governments.

_____g. Private employment agencies are controlled by state laws.

_____h. Employment agencies help find jobs for workers and can arrange interviews with employers.

_____i. Employers can use employment agencies because they can screen workers that are not qualified for the jobs needing workers.

_____j. School counselors and teachers cannot help in finding jobs or in offering job information.

3. List two services offered by school placement services.

a.

b.

JOB APPLICATION AND INTERVIEW

INFORMATION SHEET 3--THE PERSONAL DATA SHEET

I. Standards for writing a personal data sheet

   A. Organized logically

   B. Neatly written or typed

   C. Free from spelling errors

   D. Presented in an outline form

   E. Honestly presents qualifications and experiences

II. Information to be included.

   A. Name, address, and phone number

   (Note: Be sure to use full name and complete address. If you will be moving soon, use both a present address and a permanent address. Always include your ZIP code and area code.)

   B. Type of job you are applying for

   C. Small picture of yourself (optional)

   D. Personal information (optional)

      1. Age, height, weight

      2. Health

      3. Date of birth

      4. Social Security number

      5. Marital status--single, married, divorced, separated

   E. Educational Information

   (Note: Place the most recent information about your education, work experience and special activities first.)

      1. Name and address of schools attended

      2. Dates you attended each school

3. Subjects studied

   (Remember: Be sure to include all courses that will add to your qualifications for the job.
   Example: CVAE, metal shop, auto mechanics, typing.)

4. Awards and out-of-class activities

F. Work experience

1. Name and address of company of companies where you have worked.

2. How long you worked there.

3. What you did in that job.

4. Special training received

G. Special Skills

(Note: Include any special skills that are related to your hobbies and interests.)

H. References

(Caution: Be sure to get permission from all persons before listing their names as references.)

1. Former employers

2. Former teachers, especially in vocational or skill classes

3. Adult friends

4. Community leaders

(Note: Avoid using relatives or other teenagers as references.)

III. Use of the personal data sheet

A. Take two copies to the interview

a. Leave one copy with the interviewer.

b. Use one as a reference in completing the application form.

B. Mail one copy with your letter of application.

C. Keep a copy of the personal data sheet in a safe place and up-date it each time you change a job.

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET 3--WRITING A PERSONAL DATA SHEET

Directions: Your personal data sheet should give an accurate picture of you and your qualifications. Often an employer will form the first impression of you from your résumé. The better your personal data sheet, the better chance you will have of getting the job! Write your own personal data sheet using the sample on the following pages as a guide.

Attach
Recent
Photograph
Here
(Optional)

PERSONAL DATA SHEET

Personal Information

Name:	Judy Jobgetter		
Address:	718 Myplace Way Hometown, Texas 77777		
Birthdate:	July 4, 1964	Birthplace:	Youngtown, Texas
Telephone:	(214) 348-6907	Height:	5'5"
Marital Status:	Single	Weight:	120
Social Security Number:	447-48-5527	Health:	Excellent

Educational Background

High School:

Rahrah High School
1010 High School Road
Hometown, Texas 77777

Dates Attended: 1977-1981

Related Courses: CVAE Coop 2 years
Math, 2 years
English, 3 years
Typing, 1 year

Grade-point average: 3.0

Work Experience

Dates	Employer	Supervisor	Position	Duties	Reasons for Leaving
1978-present	Fancy Shop 123 Main Hometown, TX 77777	Mrs. Sally Sales	Sales Clerk	Selling Buying Stocking Inventory Customer Service	Presently employed
1977-1978	City Cafe 456 Maple Hometown, TX 77777	Mr. Ham Burger	Waitress	Taking food orders Cleaning tables Serving orders Food preparation	Began work with CVAE Co-op

Special Skills

Operate business machines like cash registers and calculators
Type 65 words per minute

Judy Jobgetter
Personal Data Sheet
Page 2

Special Activities

High School: Member of Vocational Opportunities Clubs of Texas
VOCT State winner in Job Application and Interview
VOCT Chapter President
Member of Rahrah High School Drill Team
Class Secretary, Tenth Grade
Member of Rahrah High School Tennis Team, Ninth Grade

Other: Red Cross Volunteer; Chairman of High School Fundraising Drive
Member of Northside Church
Volunteer at Hometown Mercy Hospital

Hobbies and Interests

Arts and crafts, tennis, swimming, team sports, cooking, sewing.

References (by permission)

Mr. D.E. Applesauce
CVAE Teacher-Coordinator
Rahrah High School
1010 High School Road
Hometown, Texas 77777

Mrs. Sally Sales
Fancy Shop
123 Main
Hometown, Texas 77777

Mr. Ham Burger, Owner
City Cafe
456 Maple
Hometown, Texas 77777

Mr. Harvey Halo, Manager
Northside Bible and Book Store
987 Heavenly Way
Hometown, Texas 77777

UNIT II

JOB APPLICATION AND INTERVIEW

TEST--PART 3

1. Read the following statements concerning standards for writing a personal data sheet. Write TRUE or FALSE in the blanks to answer.

_____a. Should be written in logical order.
_____b. Should not be legible.
_____c. Should not have spelling errors.
_____d. Should be more than one page.
_____e. Should tell the truth about abilities.
_____f. Should be in outline form to make reading easier.

2. Place an "X" beside the items below that should be included on your personal data sheet.

_____a. Full name
_____b. Nickname
_____c. Name of father and mother
_____d. Place of birth
_____e. Date of birth
_____f. Serious illnesses or physical problems
_____g. Name of teachers
_____h. Height and weight
_____i. Marital status
_____j. Name of schools attended
_____k. Extra-curricular activities
_____l. Name of places you have worked
_____m. Name of secretary where you worked
_____n. What you did on the job
_____o. Skills related to your hobbies
_____p. List of awards you have received
_____q. Name of a relative for a reference

3. Point out the three things you should do with copies of your personal data sheet.

a.
b.
c.

UNIT II

JOB APPLICATION AND INTERVIEW

INFORMATION SHEET 4--APPLYING FOR A JOB

I. Applying by telephone

   A. Standards for applying by telephone

      1. Be friendly and courteous.
      2. Be as brief as possible--don't waste the employer's time with unnecessary conversation.
      3. Speak clearly so the employer can understand you.
      4. Don't chew gum or eat food while talking on the telephone.
      5. Have necessary references handy in case some information is needed.
      6. Before you call, have in mind what you want to say and how you are going to say it.

   B. Steps to follow in giving and getting information over the telephone.

      1. Give your name and the purpose for your calling.
      2. Ask if the job has been filled.
      3. Find out about the job requirements.
      4. Ask for an application form.
      5. Ask for an appointment for an interview.
      6. Mention your personal data sheet if you have one and offer to send a copy.
      7. Give your address and phone number.
      8. Thank the employer for his/her time.

II. Applying by letter

   A. Standards for writing

      1. Use an acceptable letter style.
      2. Arrange material neatly.
      3. Give information in a clear order.
      4. Be sure you will be understood.

5. Be brief and to the point--Not "silly" or "flowery."
6. Write in a positive tone.
7. Be sure spelling, capitalization, and grammar are correct.
8. Use 8½"x11" white typing paper.
9. Paper should be clean with no smudges or erasures.
10. Write on one side of the paper only.
11. Write to a specific person.
12. End the letter appropriately

    EXAMPLES: Sincerely yours or Very truly yours.

B. Information to be included

1. The job you want
2. How you found out about the job opening.
3. Reason you are interested in the job.
4. Reason why you think you can do the job.
5. Skills you can perform.
6. Where your personal data sheet can be found.
7. Ask for more information about the job.
8. Ask about further application steps.

    EXAMPLES: Request application form and request interview appointment.

9. Your present address and telephone number.

BEFORE YOU APPLY...

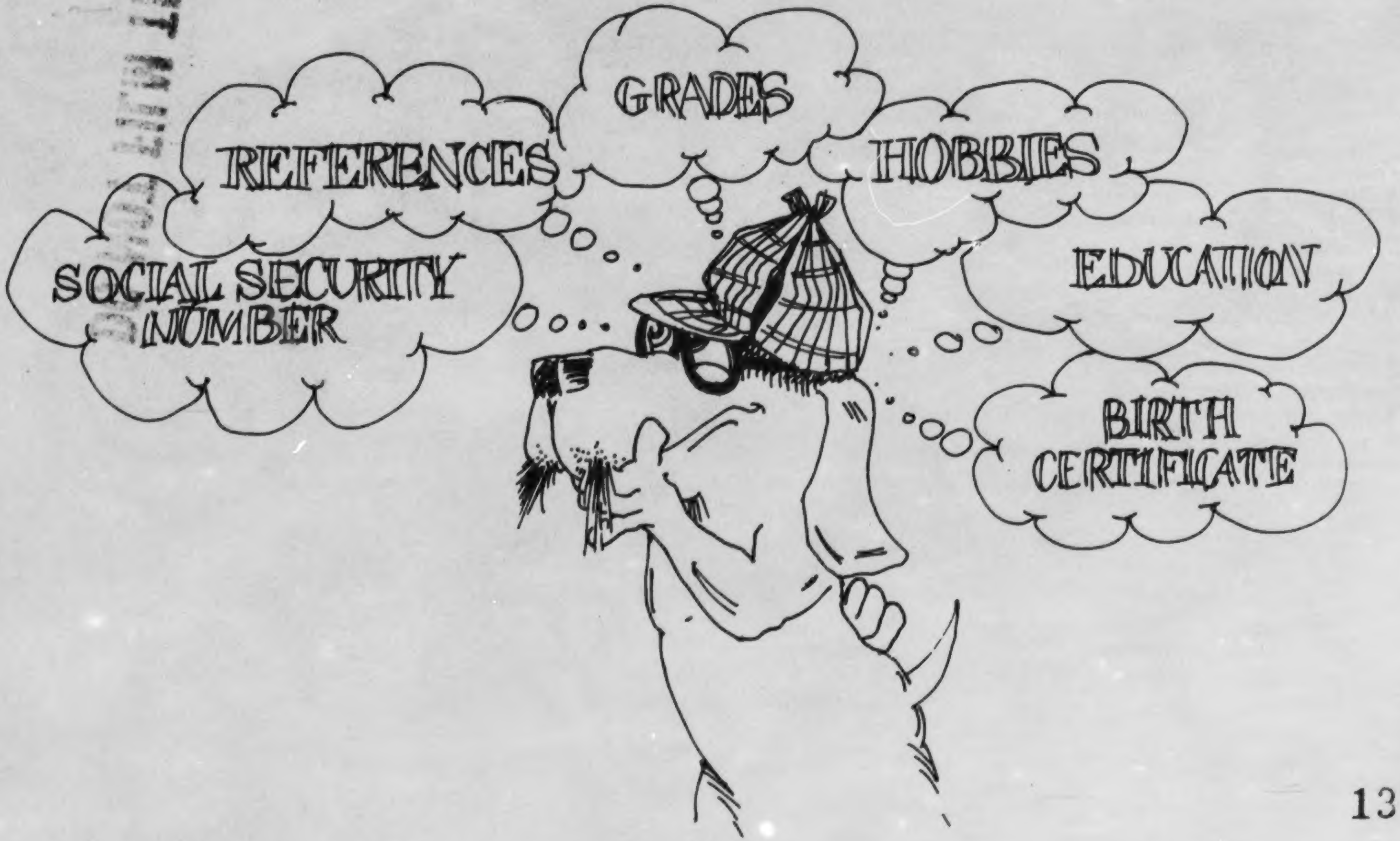
Think of all your past achievements

and how they can relate to the job

for which you are applying

HONOR ROLL
PERFECT ATTENDANCE

GATHER INFORMATION


REFERENCES
GRADES
HOBBIES
SOCIAL SECURITY NUMBER
EDUCATION
BIRTH CERTIFICATE

TM-4

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET 4--USING THE TELEPHONE TO ARRANGE FOR A JOB INTERVIEW

Directions: Role-play a situation where you make an appointment for an interview by phone. Using the checklist below, have the class evaluate your performance.

	Yes	No
A. Was prepared before calling.		
B. Did not have to stammer to find the right words.		
C. Identified self immediately.		
D. Stated reasons for calling immediately.		
E. Asked the best time for an appointment with the employer.		
F. Was courteous and friendly.		
G. Thanked the receptionist.		
H. Made record or the interview date, hour, and place.		
I. Asked about picking up or having application sent.		

APPLYING BY TELEPHONE

Be friendly and courteous.

Be brief.

Speak clearly.

Don't chew gum or eat while on the phone.

Have the necessary information ready.

Know what to say before you call.

Thank the employer for his time.

YOUR APPLICATION FORM PAINTS A PICTURE OF YOU!

Be neat

Follow instructions

Be honest

Answer all questions

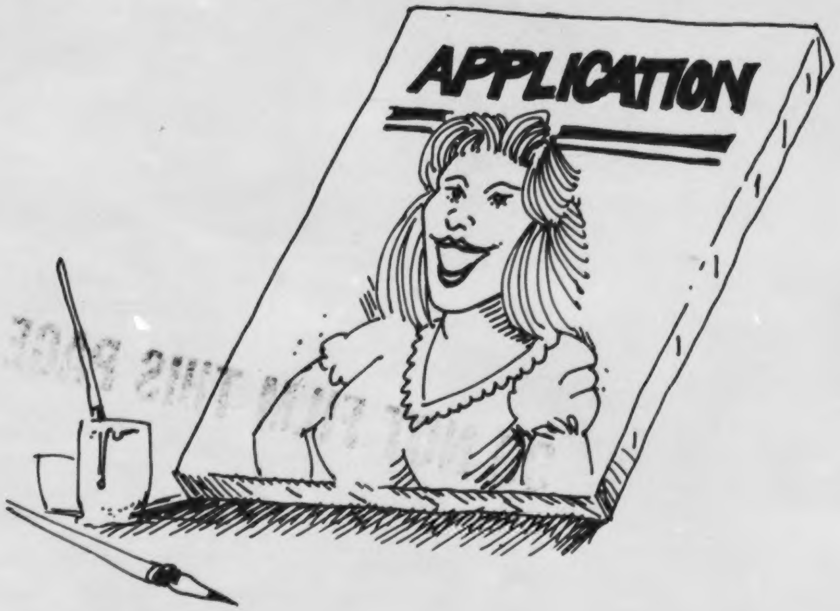
Write legibly

Be brief

Avoid "crossouts"

Recheck application for errors

MAKE IT A GOOD PICTURE!



UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET 5--COMPARE TWO LETTERS OF APPLICATION

Directions: On the following pages are two examples of a letter of application--one is a bad example and the other is a good example. Compare the two letters.

A. What are some examples of bad form in the first letter from Cindy Jones?

B. How does the first letter compare to the second?

SAMPLE LETTER OF APPLICATION #1

510 Jardin Rd.
Bigcity, Texas 75428
9/25/81

Mrs. Jamie Jones
The Uptown Shop
Anywhere, Texas 86014

Dear Mrs. Jones,

I am writing you because I really need a job of some kind. I just got out of high school and have tried everyplace else.

There are a bunch of places I've worked, so I ought to have plenty of experience. I think I can do your business some good and make myself some money.

If you could help me out by giving me a job, I'd sure appreciate it. Hope you'll let me know soon.

Your friend,
Jimmy Jackson

SAMPLE LETTER OF APPLICATION #2

510 Jardin Road
Bigcity, Texas 76666
September 25, 1981

Mrs. Jamie Jones, Manager
The Uptown Shop
Anywhere, Texas 86074

Dear Mrs. Jones:

Please consider this letter an application for the position of stock clerk with The Uptown Shop.

In June I graduated from Bigcity High School, where my program included two years of CVAE Coop. A record of my high school courses, grades, and previous work experience is included on the attached data sheet.

While enrolled in the vocational program, my work experience was with Mr. Albert Garth of The Supply Market here in Bigcity. Mr. Garth has given me permission to list his name as a reference.

My work experience with The Supply Market was enjoyable, and it is my ambition to continue in this line of work. May I have an interview with you for the position? I will be free to come to your office after three o'clock on any afternoon. I may be reached at the above address or by telephone at 886-1234.

Sincerely yours,

Jimmy Jackson

Jimmy Jackson

Enclosure

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET 6--WRITE A LETTER OF APPLICATION

Directions: Read the want ads below. Find an ad for a job which you would be interested in applying, and write a letter of application for the job you select.

LADIES

CAREER OPPORTUNITY to learn a professional service. Medical field related, good working conditions, no age limit, HS Grad not required. Paid while training. Interviewing 10a.m.-4p.m.m 6115 Sherry Ln. in Preston Center.

SALES

Need career minded individual for inside furniture sales position. 5-day work week. Salary plus. Excellent company benefits. Apply in person to Dennis Miksell, Finger Furniture Rental, 13595 Inwood Rd. 661-3131.

ASSISTANT MANAGER

Junior specialty store looking for person with managerial potential. Full time position. Good benefits. Apply in person, Stuarts, 1024 Town East Mall, 270-2937

UNIT II

JOB APPLICATION AND INTERVIEW

TEST--PART 4

1. Read the following statements concerning applying for a job by telephone. Write TRUE next to each correct statement and FALSE next to each incorrect statement.

_____a. Be friendly and courteous to everyone to whom you speak.

_____b. Talk to the employer as long as you can and ask personal questions.

_____c. Don't worry about what you are going to say before you call.

_____d. Don't chew gum or eat food while talking on the telephone.

_____e. Have references near in case the employer asks you to give additional information.

2. Fill in the blanks below with the word or words that best completes the statements concerning the standards for writing a letter of application. The words are located in the list below. There will be some words that will not be used.

appropriately
capitalization
erasures
grammar
letter
neatly
person
positive
smudges
spelling
telephone
typing
understood

a. Use an acceptable _____________ style.

b. Be sure you will be _______________.

c. Arrange material _______________.

d. Write in a ______________ tone.

e. Be sure _________________, ________________, and _____________, are correct.

f. Paper should be clean with no ____________ or _____________.

g. Write to a specific ______________.

h. End the letter _________________.

3. Place an "X" beside the following items that would be included in a letter of application.

____a. Your Social Security number

____b. The job for which you are applying

____c. Why you feel you can do the job

____d. How you found out about the job

____e. A list of references

____f. Skills you can perform

____g. Your present address and phone

____h. Your educational background

____i. Ask for more information about the job

____j. Request an interview appointment

____k. Awards you received in high school and a list of school activities.

UNIT II

JOB APPLICATION AND INTERVIEW

INFORMATION SHEET 5--COMPLETING THE APPLICATION FORM

I. Guidelines for completing application forms

(NOTE: Although each business uses its own application form, general rules of preparation apply to any form.)

- A. Look over the entire form before starting to write--do not hurry.
- B. Follow directions carefully.
  - 1. Note whether information is to be printed, handwritten, or typed.
  - 2. Carry out all directions.
- C. Write clearly, neatly, and legibly.
- D. Answer questions briefly.
- E. Be honest.
- F. Answer all questions.

  (NOTE: If questions do not apply to you, write "Not Applicable" or "N/A" in the space to show that you did not overlook the question. Do not leave any questions blank.)
- G. Include complete information; use personal data sheet to be sure all information is correct and complete.
- H. Recheck application when finished.
- I. Avoid cross-outs and obvious erasures.
- J. Use the word "open" for questions about minimum salary and discuss salary with the employer at the proper time.

II. Information required

- A. Personal information
- B. Job desired
- C. Educational background
- D. Military record
- E. Former employers
- F. References
- G. Health record
- H. Signature of applicant

  (NOTE: The signature of the applicant on the application form is necessary to assure the employer that the information given on the form is true.)

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET 7--COMPLETING THE APPLICATION FORM

Directions: The following pages contain an application form. Using your personal data sheet as your source of information, and the sample application sheet as your guide, complete the application form according to the instructions on the form.

Remember: Do not leave any question unanswered. If the question does not apply to you, then write "not applicable" or "N/A" in the space, but do not leave it blank.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date Social Security Number

Name Age Sex

Last First Middle

Present Address

Street City State

Permanent Address

Street City State

Phone No. Own Home Rent Board

Date of birth Height Weight Color of Hair Color of Eyes

Married Single Widowed Divorced Separated

Number of children Dependents other than wife or children Citizen of U.S.A. Yes ☐ No ☐

If related to anyone in our employ, state name and department Referred by

Last

First

Middle

EMPLOYMENT DESIRED

Position Date you can start Salary desired

Are you employed now? If so may we inquire of your present employer

Ever applied to this company before? Where When

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of special study or research work

What foreign languages do you speak fluently? Read Write

U.S. Military or Naval service Rank Present membership in National Guard or Reserves

Activities other than religious (civic, athletic, fraternal, etc.)

Exclude organizations the name or character of which indicates the race, creed, color or national origin of its members

(CONTINUED ON OTHER SIDE)

68

FORMER EMPLOYERS List below last four employers, starting with last one first

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES: Give below the names of three persons not related to you, whom you have known at least one year.

	Name	Address	Business	Years Acquainted
1				
2				
3				

PHYSICAL RECORD:
List any physical defects

Were you ever injured? Give details

Have you any defects in hearing? In vision? In speech?

In case of emergency notify

Name Address Phone No.

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

REMARKS:

Neatness Character

Personality Ability

Hired For Dept. Position Will Report Salary Wages

Approved: 1 2. 3.

Employment Manager Dept. Head General Manager

UNIT II

JOB APPLICATION AND INTERVIEW

TEST--PART 5

1. Fill in the blanks to make the following statements complete concerning completing an application form.

   a. Although each business uses its own _____________ ___________, general rules of preparation apply to any form.

   b. Before starting to write, look over the ________ form correctly.

   c. Use your __________ _______ _____ as a reference to be sure you have completed it correctly.

   d. ____________ the application when you have finished to be sure you have completed it correctly.

   e. If questions do not apply to you, write ____ ______________ to show that you did not overlook the question.

2. Select the items below that would be found on an application form by circling the letter in front of the statement.

   a. Personal information about yourself.

   b. How you found out about the job.

   c. Your health record, giving any serious illness or physical handicaps.

   d. Record of military service.

   e. Names of parents.

UNIT II

JOB APPLICATION AND INTERVIEW

INFORMATION SHEET 6--PREPARING FOR THE INTERVIEW

I. Things to do before the interview

   A. Call or write for an appointment.

   B. Learn about the job for which you are applying.

   C. Learn as much as possible about the company.

   D. Find out the name and title of the interviewer, if possible.

   E. Review your personal qualifications.

   F. Think through possible questions the interviewer might ask.

   G. Think about questions to ask about the job and the company.

   (Note: Always have some questions ready to ask the interviewer. This shows an interest in the company.)

      1. Is the job permanent?

      2. What type of advancement is there in the company?

      3. What are the fringe benefits?

      4. What kind of salary increases are included?

      5. When can you find out whether or not you were hired?

   H. Gather materials you will need for the interview.

      1. Two copies of your personal data sheet

      2. Two pens

      3. A copy of your school records

      4. Any information relating to you or your qualifications for the job.

II. Things to consider before applying for a job.

   A. Consider the job

      1. The kind of job.

      Example: You would dress differently to apply for a job as an auto mechanic at Charlie's Garage than if you were applying as a sales clerk at Neiman-Marcus.

2. Salary range

   (Note: Dress to fit the salary range of the job for which you are applying.)

3. Age of the interviewer

   Remember: Generally, older persons prefer more conservative clothes.

B. Consider your personal traits

1. Coordinate the colors, patterns and fabrics of the clothes.

2. Select styles to compliment the shape of your face and your body structure.

3. Select more conservative clothes rather than high-fashion items or fads.

   (Note: A good rule of thumb is to select items that have been popular at least two seasons.)

   Examples: Traditional shoes vs. high-heeled shoes, simple jewelry, no sunglasses during the interview.

4. Choose clothes that are modest.

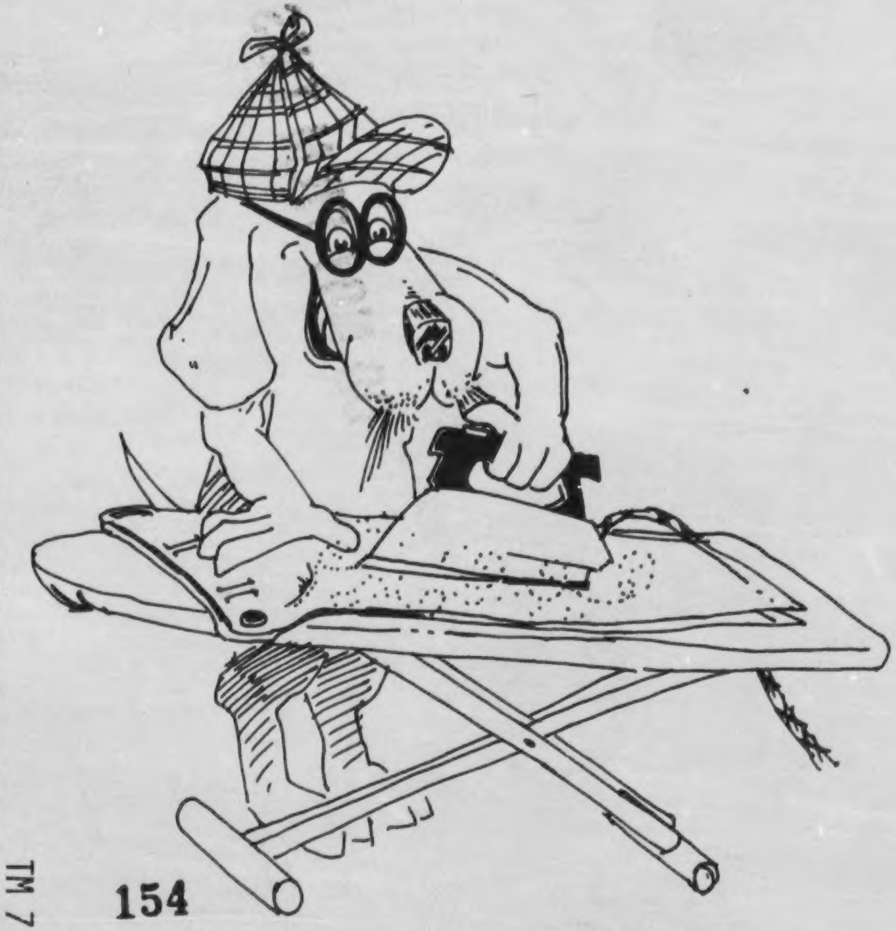
   Example: Buttoned shirt or blouse; fashionalbe but modest skirt length; well-fitting clothes (not too tight).

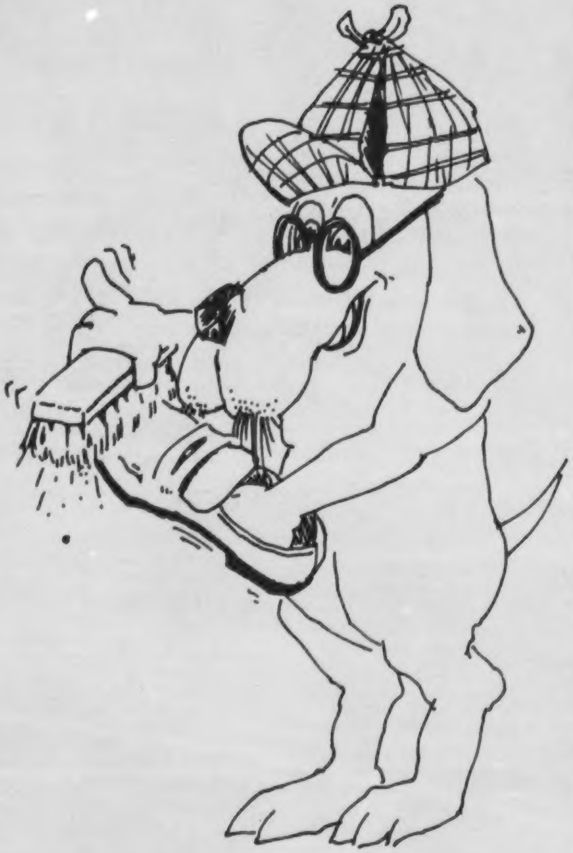
C. Consider personal grooming

1. Body clean and odor-free.
2. Freshly shaven.
3. Hair neat, clean and trimmed.
4. Hands and nails clean and trimmed.
5. Makeup freshly applied and not over done.
6. Teeth brushed.
7. Mouthwash used.
8. Clothing clean and pressed.
9. Shoes cleaned and polished.
10. No strong colognes or aftershave lotions.

FOR THE INTERVIEW

APPEARANCE COUNTS!





So put your best foot forward.

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET 8--ANSWERING QUESTIONS THE EMPLOYER MAY ASK

Directions: In a job interview it is your responsibility to "sell" yourself. You must be prepared to answer any questions asked in a manner that will leave a favorable impression. Select any 10 of the following questions and write your answer in the space provided.

A. What are your future plans?

B. In what school activities have you participated?

C. How do you spend your spare time? What are you hobbies?

D. In what type of position are you most interested?

E. Why do you think you might like to work for our company?

F. What jobs have you held? Why were you hired and why did you leave?

G. What courses did you like best? Least? Why?

H. Why did you choose your particular field of work?

I. What qualifications do you have that make you feel that you will be successful in your field?

J. What are your ideas on salary?

K. How do you feel about your family?

L. Do you prefer any specific geographic location?

M. What do you think determines a person's progress in a good company?

N. What personal characteristics do you feel are necessary for success in your chosen field.

O. Do you think you would like this particular type of job?

P. What kind of boss do you prefer?

Q. What have you learned from some of the jobs you have had?

R. What interests you about our product or service?

S. Do you feel you have done the best work you could do in your classes?

T. What is your major weakness?

UNIT II

JOB APPLICATION AND INTERVIEW

TEST--PARTS 6

1. Read the following statements concerning things to do before a job interview. Write YES or NO in the space at the left.

_____a. It is not necessary to call or write for an appointment for an interview.

_____b. Before the interview you should not learn about the job for which you are applying.

_____c. Try to learn as much as you can about the company.

_____d. It is a good idea to learn the name and title of the interviewer.

_____e. You should try to think of questions to ask about the job and the company.

_____f. It is not a good idea to think through possible questions the interviewer might ask.

_____g. When gathering materials to take to the interview, you should include two copies of your personal data sheet and two writing pens.

2. Place a "✓" beside the items below that would be things to consider before a job interview.

_____a. Dress differently when applying for an inside job than for an outside job.

_____b. Consider the kind of job for which you are applying.

_____c. The age of the interviewer should not be considered.

_____d. The salary range of the job for wnich you are applying should not be considered.

_____e. Clothing styles should compliment your face and body structure.

_____f. High fashion clothes are better than conservative clothes.

_____g. Catalog outlets like Sears are a good source of what is fashionable.

_____h. No sunglasses should be worn during the interview.

_____i. "Sexy" clothes are better than modest clothes.

_____j. Make-up should be freshly applied but not overdone.

UNIT II

JOB APPLICATION AND INTERVIEW

INFORMATION SHEET 7--THE INTERVIEW

I. Before the interview.

   A. Go alone: Don't take parents or friends.

      (Note: If a friend wishes to apply at the same place, go at different times.)

   B. Allow enough time to arrive 10-15 minutes early. DO NOT BE LATE!

   C. Review important information.

      1. Name and title of the interviewer.

      2. Facts about the company and its products.

      3. Reasons you want the job.

   D. Dress appropriately.

II. Meeting the receptionist-secretary.

   A. Smile

   B. Introduce yourself, stating that you have an appointment and with whom.

      Example: "Good Morning. I am applying for a job as mail clerk. I have a 10:10 appointment with Mr. Patton."

   C. Wait patiently for instructions and follow them carefully.

III. Starting the interview

   A. Walk with poise and cofidence.

   B. Smile and greet the interviewer with a firm handshake.

   C. Call the interviewer by name.

   D. Introduce yourself.

   E. State the purpose of your visit

      Example: "Hello, Mr. Patton. I am George Anderson and I am applying for a job as a mail clerk."

   F. Listen for instructions.

   G. Be seated only at interviewer's request.

H. Try not to show signs of nervousness. A deep breath will often help to relax you.

(Note: If you do not know where to put your hands, leave them on your lap and keep them still.)

I. Do not place personal things on interviewer's desk.

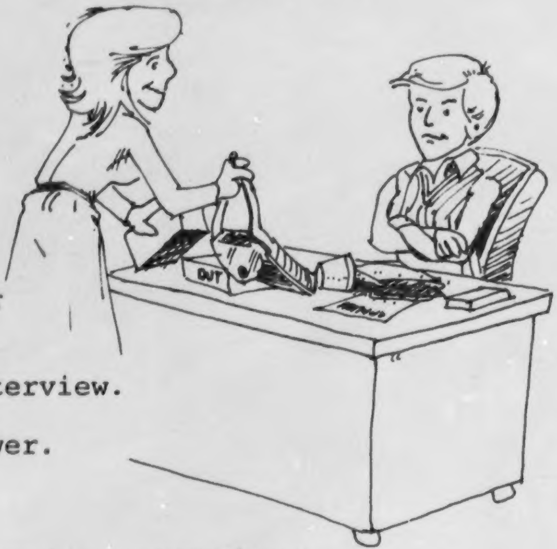
J. Do not smoke or chew gum.

K. Look interested and enthusiastic.

L. Be confident.

M. Be courteous and polite.

(Remember: Good manners never go out of style!)



IV. Answering questions during the interview.

A. Do not interrupt the interviewer.

B. Explain yes and no answers.

C. Do not criticize former employers or competitors.

D. Do not talk about personal problems.

E. Answer all questions honestly; don't try to "talk around" the answer or hide information.

Examples: "The thing I liked least about my last job was that I was on the night shift and coundn't get changed. I really wanted to be home with my family at night."

"Truthfully, my relationship with my supervisor could have been better. We seemed to have a personality conflict and never became fond of each other. However, we did manage to work together."

F. Give positive answers to unfavorable questions.

Example: Interviewer: "Your work experience doesn't seem to relate specifically to this job. Why do you feel qualified for this position?"

Applicant: "I understand your concern. However, my job experience is broad enough to permit me to work into this particular situation. I would also be willing to receive additional training."

G. Find a true, positive statement concerning your reasons for leaving previous jobs, even when you were fired.

EXAMPLE: "I was laid off, but I learned from my mistakes."

H. Try to mention your best qualities.

I. Do not "ramble", give clear, definite answers.

J. Avoid questions concerning politics, economics, religion, and other controversial subjects.

K. Be specific in answering questions about your career and what you want to accomplish.

L. Look directly at the interviewer.

M. Speak in a clear voice.

N. Use correct English. Avoid using slang words or phrases.

O. Sell yourself, always look for a positive answer.

P. Show interest in the company by asking questions.

Q. Give the interviewer the opportunity to mention salary and fringe benefits.

V. Closing the interview.

A. Watch for signs the interview is over, like the interviewer shuffling papers and moving around in chair.

B. Ask "May I say one more thing?" or "Would you be interested in . . .?" if the interviewer seems to be ending before all important selling points have been made.

C. Thank the interviewer for his/her time.

D. Leave when the interviewer has ended.

Remember: The employer's time is valuable. Do not waste it with unnecessary talk.

E. Learn from every situation, even if this interviewer does not offer you the job.

VI. Following up the interview

Examples: Write a thank you letter, call, or visit the company again.

(Note: Follow up the interview even if you are not interested in the job or you are not offered the position.)

A. Express your interest in the job.

B. Express appreciation to the interviewer for the opportunity to interview with the company.

C. Answer questions you were not able to answer in the interview.

D. Take the opportunity to sell yourself a little more.

E. The follow-up telephone call.

   1. Include the following information:

      a. Your name

      b. Date of your interview

      c. Position for which you were interviewed

   2. Ask whether a decision has been made

   Example: Incorrect: "Hello, Mrs Johnson. This is Dan Morgan. You told me you would let me know about the job, but I haven't heard anything from you. Why haven't you called me?

   Incorrect: "This is Dan Morgan. Did I get the job?"

   Correct: "Hello, Mrs. Johnson. This is Dan Morgan. I interviewed with you on April 12th for the position of offset press operator. Have you made a decision on my application yet?"

   3. If someone has already been hired, thank the interviewer for considering you but express continued interest in working for the company.

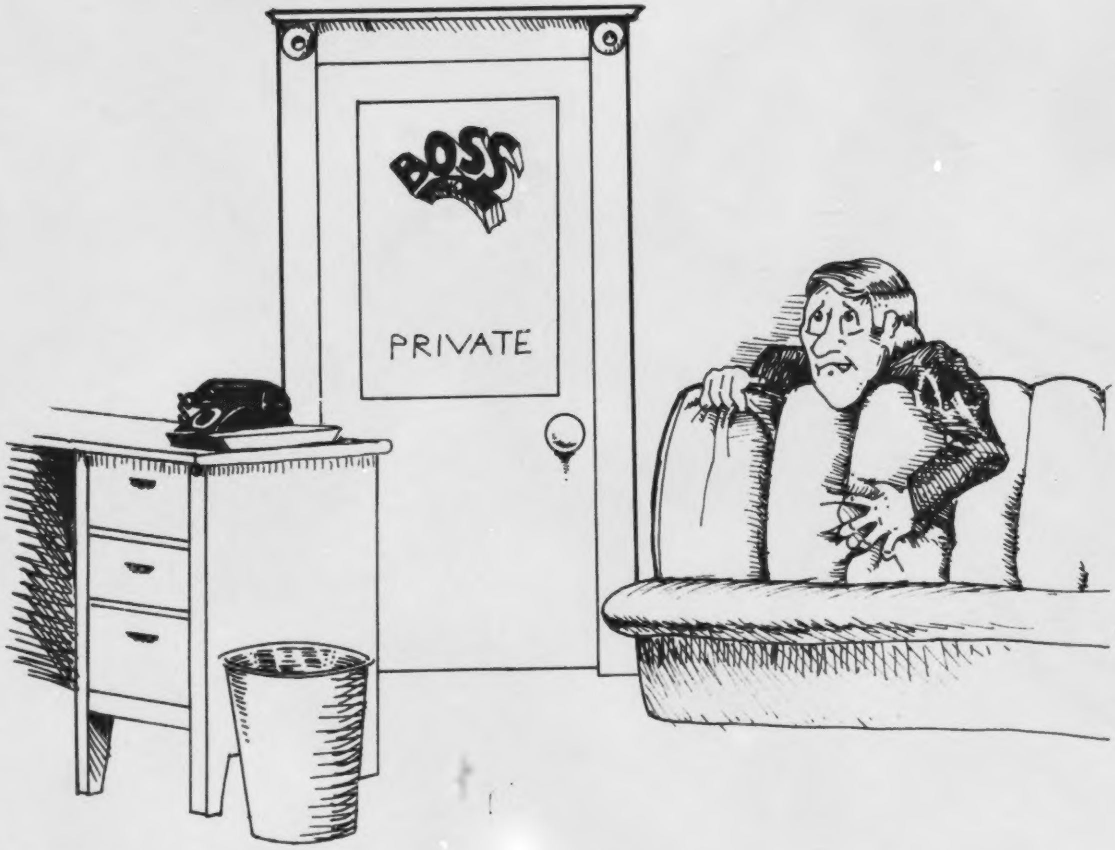
   Example: Incorrect: "Oh well, that's my luck. Thanks anyway."

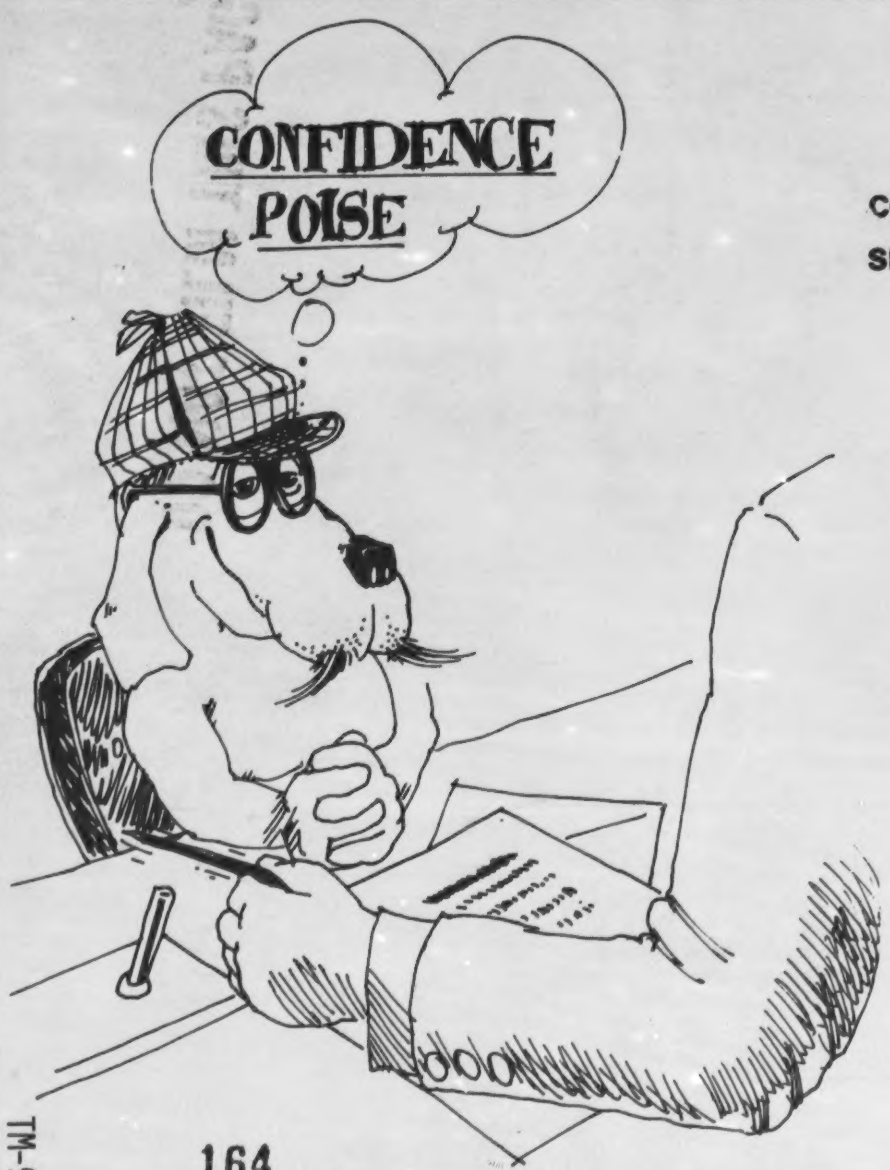
   Incorrect: "I didn't want to work for your company anyway."

   Correct: "I am sorry I was not hired. Thank you for at least considering my application. I am still interested in working for the company and would appreciate you keeping my application on file."

IT IS NORMAL TO BE A LITTLE NERVOUS...

THE FIRST TIME YOU APPLY FOR A JOB


BOSS
PRIVATE



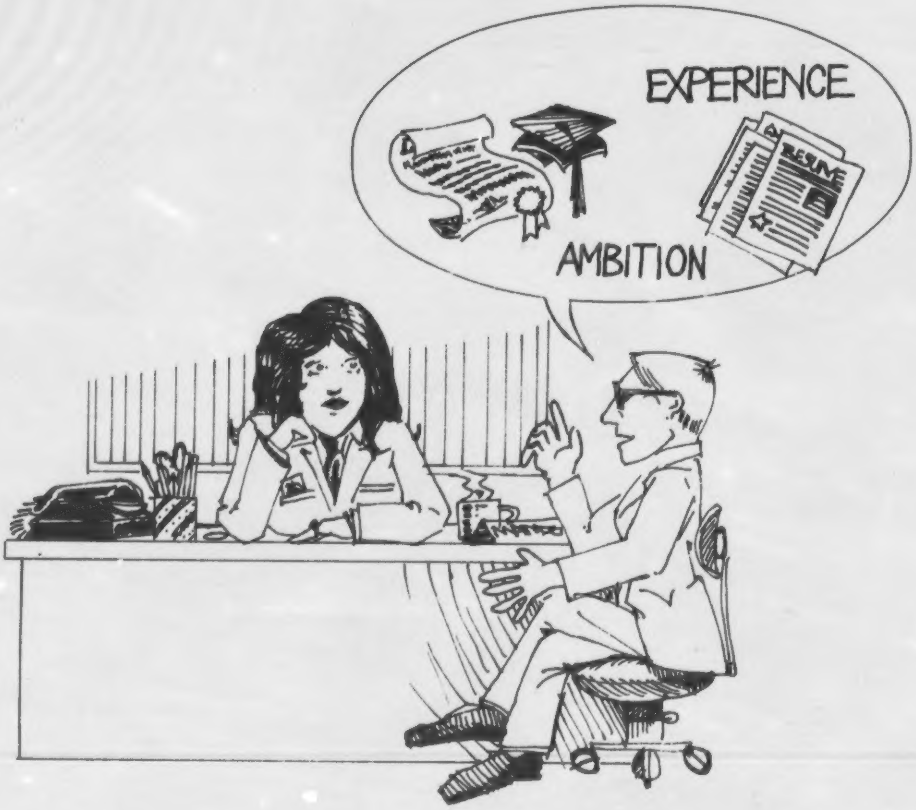
AT THE INTERVIEW

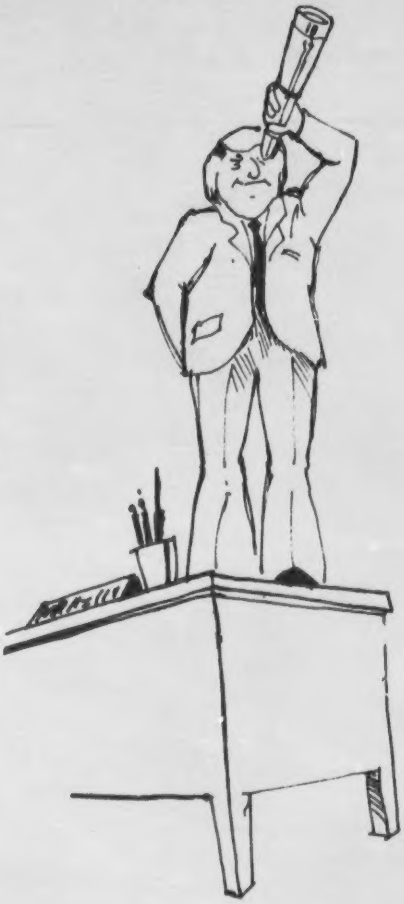
CONVINCE THE INTERVIEWER YOU CAN DO THE JOBS.
SELL YOURSELF.

1. **Sit upright in your chair.**
2. **Look the interviewer in the eyes.**
3. **Answer all questions honestly.**
4. **Try to give a favorable response to unfavorable questions.**
5. **Thank the interviewer after the interview is over.**

HOW YOU TELL THE EMPLOYER YOU CAN DO THE JOB...

MAY DETERMINE IF YOU ARE HIRED


EXPERIENCE
RESUME
AMBITION



WHAT THE EMPLOYER LOOKS FOR IN AN EMPLOYEE

1. **BASIC SKILLS**

   Can they get the job done

2. **EXPERIENCE**

   Have they done this kind of work before

3. **EDUCATION**

   Do they have the the knowledge to learn new technical skills

4. **PERSONALITY**

   Can they work with other people

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET 9--PRACTICING THE INTERVIEW

Directions: The following script is an example of a job interview. Have a classmate work with you. Rehearse the script and read it in front of the class to show how an interview might be conducted.

A= Applicant I= Interviewer

A (Enters room, pauses smiles and approaches Ms. Jones with hand extended to shake hands.) Hello, Ms. Jones I'm Chris Miller and am applying for the job which you advertised in Friday's Daily Times.

I Hello, Chris. Won't you have a seat?

A Thank you. I have a personal data sheet which may be helpful to you. (hands Ms. Jones the personal data sheet and sits down.)

I This is a very well-prepared data sheet. Well, Chris tell me about yourself.

A I'm a junior at Lincoln High School where I'm enrolled in a vocational course. I'm interested in working in a business like yours while going to school and when I graduate. My older brother works in a similar business in Big City, and I think there are a lot of future opportunities in this field.

I Chris have you had any work experience or are you currently working anywhere?

A Yes, Ms. Jones I am working as a cook for Leo's Catering Service. I am responsible for keeping the checkout area clean and well-stocked as well as for preparing and serving food. I have also done odd jobs for my relatives and neighbors.

I What do you think you have learned from you job at the catering service?

A Probably the most important thing I have learned is how to work with people.

I What kind of person is your employer and how do you get along?

A My employer offers very good service to the customers, and we get along well.

I Why do you want to leave?

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET 10--PARTICIPATING IN AND EVALUATING THE JOB INTERVIEW

Directions: In a role-playing situation, you will participate in a job interview with your instructor acting the part of the interviewer. Prepare yourself as you would for an actual job interview. After completing the job interview, evaluate the interview situation according to the following checklist by placing an "X" in the appropriate column.

Appearance	Yes	No
1. Clothing clean and well pressed.		
2. Clothing conservative in style.		
3. Body clean and odor free.		
4. Hair trimmed, clean, and combed.		
5. Shoes polished.		

Behavior

1. Reported to interview area five minutes before scheduled interview.
2. Greeted interviewer with a smile.
3. Introduced self.
4. Shook interviewer's hand.
5. Sat only when asked to do so.
6. Kept eye contact with interviewer.
7. Listened carefully to what interviewer said.
8. Thought questions out before answering.
9. Spoke well of previous employers and associates.
10. Showed desire to work.
11. Was open to new ideas.

A I feel there would be more chance for me to develop the skills necessary to reach my career goals.

I How did you get the job at the catering service?

A A friend of mine who used to work there recommended me.

I When would you be able to start and what hours could you work?

A I could start work as soon as I give my present employer two weeks' notice. I will be able to work from 2:30 to 5:30 on weekdays and all day on weekends and holidays.

I In which school activities are you involved this year?

A I am a member of the student council and choir. I should know about any trips with these groups early enough to make arrangements with you and another employee so there will be no problems with missing work.

I Do you have any financial obligations, such as a car payment?

I How much do you expect to earn?

A I understand from some of the other employees that a person begins at the minimum wage and can advance with time and experience.

I That's right. Here is a brochure explaining our pay scale and other benefits.

A Thank you.

I Thank you for talking to us. We will let you know about the job soon.

A (Stands) Thank you for your time, Ms. Jones. Have a good day. (Shakes hands and leaves.)

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET 11--FOLLOWING UP THE INTERVIEW

Directions: Using the sample follow-up letter on the next page as an example, write a follow-up letter of your own to thank a personnel director for the interview.

SAMPLE FOLLOW-UP LETTER

711 Yellow Brick Road
Big City, Texas 77771
June 20, 19__

Mr. Ned Niceguy
Success Business Company
1400 Opportunity Lane
Big City, Texas 77799

Dear Mr. Niceguy:

Thank you for interviewing me for the sales position in your business office. I feel that working for Success Business Company would be enjoyable and that I am able to do the work. I hope that I will have the opportunity to prove my worth and contribute to your fine company.

The application form you gave me is enclosed.

I will be attending a special workshop on retail sales during the month of August, but I will be available for work on September 5. You may call me at my home after 3:30. The number is 886-1234.

Thank you again for allowing me the opportunity of visiting you and your outstanding company.

Sincerely yours,

Gary Gogetter

Enclosure

UNIT II

JOB APPLICATION AND INTERVIEW

TEST--PART 7

1. Write "yes" in the blank by the things that should be done to prepare for the interview; write "no" beside the things that should not be done.

    ____a. Take parents or friends with you.

    ____b. Arrive at least 10 to 15 minutes early.

    ____c. Review important information.

    ____d. Apply with a friend who wants to work at the same place.

    ____e. Review the name and title of the interviewer.

2. Select the items below that you should remember to do when meeting the receptionist or secretary by circling the letter of correct statements.

    a. Give the secretary your personal data sheet.

    b. Smile and be friendly.

    c. Ask where the interviewer is and then go immediately to that office.

    d. Introduce yourself and tell why you are there.

    e. Wait for instructions; then follow them carefully.

3. Write TRUE or FALSE to answer the following statements about starting the interview.

    ______a. Walk with confidence when you enter the interview room.

    ______b. Greet the interviewer with a smile.

    ______c. Do not call the interviewer by name.

    ______d. Do not introduce yourself.

    ______e. State why you are there.

    ______f. Do not say what you are applying for.

    ______g. Sit down as soon as you see a comfortable chair.

    ______h. If you are nervous, take a deep breath to help you relax.

    ______i. A woman should put her purse on the interviewer's desk.

______j. You should not smoke or chew gum during the interview.

______k. Do not sit forward in your chair because it makes you seem too anxious.

______l. Let the interviewer know you are confident in your own abilities.

4. Place an "X" beside the following sentences that state good guidelines to remember in answering questions during an interview.

____a. Interrupt the interviewer if you have something to say.

____b. Explain "yes" and "no" answers.

____c. Tell how bad your former employers were.

____d. Try to talk "around" any answer that might hurt your chances for being hired.

____e. Do not talk about personal problems.

____f. Find a way to give a positive answer to unfavorable questions.

____g. Find a true, positive statement concerning your reasons for leaving previous jobs, even if you were fired.

____h. Talk about controversial subjects, like politices and religion.

____i. Try to mention your best qualities.

____j. Do not "ramble"; give clear, definite answers.

____k. Do not be specific in answering questions about your career.

____l. Look directly at the interviewer.

____m. Use slang words and phrases.

____n. Show interest in the company by asking questions.

5. Decide which statements are true concerning closing the interview. Place TRUE in the blank beside the correct sentences and FALSE if not.

______a. When the interviewer snuffles papers or moves around in the chair, you know the interview is over.

______b. If the interviewer seems to be ending before all important selling points have been made, simply add a few brief comments at the close of the interview.

______c. Try to ask the interviewer some personal questions so you will be able to stay longer.

______d. Thank the interviewer for the time.

______e. Sit in the outer office for several minutes after the interview has ended.

6. Fill in the blanks to make true statements concerning following up the interview.

   a. An interview may be followed up by making a phone call, making another visit, or writing a ________________.

   b. The follow-up gives you another chance to express your ________________ in the job.

   c. In the follow-up you should thank the interviewer and express appreciation for the opportunity to ______________with the company.

   d. The follow-up lets you ____________yourself a little more.

   e. You should follow up the interview, even if you are not interested in the job or are not ___________ the position.

UNIT II

JOB APPLICATION AND INTERVIEW

INFORMATION SHEET 8--WHAT THE EMPLOYER WANTS IN EMPLOYEES

I. What employers consider when hiring employees.

  A. The range of basic skills of the employee.

    1. The employer's main concern is getting work done at a reasonable cost.

    2. The employee must have the skills needed to handle the job.

  B. The experience of the employee.

  C. Education of the employee.

    (Note: The ability to learn the technical skill needed in many jobs depends heavily on the quality of your education.)

    1. Formal education

       Example: Elementary school or high school

    2. Vocational training

  D. Personality of the employee

    (NOTE: When a person works on the job, he/she brings the skills, training, and experiences to that job. The employee also brings his/her personality and character. These characteristics have an effect on whether the employee succeeds on the job.)

    1. Ability to work with other people.

    2. Ability to get along with other people.

       (Note: A study of beginning workers who had been fired showed that 80% lost their jobs because they were unable to get along with other people.)

    3. Good work habits.

II. Reasons people are not hired.

  A. Poor attitude

    1. Overbearing, overaggressive, conceited, "know-it-all."

    2. Expects too much too soon--unwilling to start at the bottom.

3. Makes excuses
4. Lack of tact
5. Lack of courtesy--ill mannered
6. Condemnation of past employers.
7. Lazy
8. Intolerant--has strong prejudices
9. Inability to take criticism

B. Personality problems

1. Lack of interest and enthusiasm, indifferent
2. Lack of confidence and poise, nervousness, ill at ease.
3. Lack of maturity
4. Lack of social understanding
5. Indecisive
6. Lack of sense of humor
7. Cynical
8. Radical ideas

C. Poor impression during the interview

1. Poor personal appearance

   (Note: Poor personal appearance is the most common reason for rejection of job applicants.)

2. Inability to express self clearly--poor voice, grammar, and diction.
3. Fails to maintain eye contact.
4. Lacks strong handshake
5. Sloppy or incomplete application form.
6. Late arrival for interview without good reason.
7. Failure to express appreciation for interviewers time.
8. Indefinite response to questions.

D. Poor work habits

1. Lack of planning for career--no purpose and goals
2. Failure to participate in activities
3. Overemphasis on money--interest only in best dollar offer.
4. Loafs during vacations
5. Merely shopping around
6. Wants job only for short time
7. No interest in company or in industry
8. Unwillingness to go where sent
9. Spends too much time in movies
10. No interest in community activities.
11. Lack of appreciation of the value of experience.

E. Educational background

1. Poor scholastic record--just got by
2. Friction with parents
3. Parents make decisions for him/her
4. Low moral standards
5. Poor handling of personal finances

UNIT II

JOB APPLICATION AND INTERVIEW

ASSIGNMENT SHEET 12--WHAT HAVE YOU GOT TO OFFER?

Directions: Read the questions below and answer them honestly to see what kind of employee you will become.

	YES	NO
A. Do you want to learn new skills and ways of doing things?		
B. Are you neat in your personal appearance and work habits?		
C. Are you always on time?		
D. Can you work without being easily bored or distracted?		
E. Can be adapt to new situations?		
F. Can you work under pressure without becoming nervous or upset?		
G. Do you know your strengths and weaknesses?		
H. Can you work without showing your emotions?		
I. Can you do things on your own without being told?		
J. Are you a responsible person?		
K. Are you reliable?		
L. Do you make friends easily?		
M. Can you cooperate with co-workers?		
N. Can you follow directions willingly, asking questions when necessary?		
O. Can you understand and carry out instructions?		
P. Can you accept criticism?		
Q. Can you work without constant supervision?		
R. Can you complete a job once you start it?		
S. Are you a pleasant person to work with?		

Yes answers to most questions, show the makings of a good employee. More than five no's show, you need some improvement.

UNIT II

JOB APPLICATION AND INTERVIEW

TEST--PART 8

1. Complete the following sentences concerning what employers look for in employees.

   a. One area the employer considers is the range of basic _________________ of the employee.

   b. The employer is concerned with getting the ______ done at a reasonable cost.

   c. The employer looks at the applicant's work record to consider the _______________ of the employee.

   d. Formal education and ______________ training are part of the education of the applicant.

   e. A person who goes to a job takes not only skills, training and experience, but also takes ____________ and character.

   f. A successful employee must have good work habits and be able to work with other ____________________.

2. The reasons people are not hired can be grouped into six main categories. Match the reason on the left with the category listed on the right.

____a. Sloppy application blank
____b. Lack of maturity
____c. Parents make the decisions
____d. Dislike for school work
____e. Makes excuses
____f. Lack of planning for a career--no purpose or goals.
____g. Failure to express appreciation for the interviewer's time.
____h. Overemphasis on money; interested only in best offer.
____i. "Know-it-all", conceited overbearing.
____j. Poor personal appearance
____k. Cannot make decisions
____l. Lack of courtesy, ill-mannered
____m. Asks no questions about the job
____n. Poor scholastic record

1. attitude problem
2. personality problem
3. poor impression during the interview
4. poor work habits
5. educational background
6. personal or family problems

UNIT III

SAFETY

UNIT OBJECTIVES

After completing this unit, the student will be able to practice basic safety rules needed to maintain a healthy and safe environment and identify the correct first aid treatment for emergency situations. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit the student will be able to:

1. Match terms associated with practicing safety to the correct definitions.
2. List the responsibilities and rights of employers and employees to maintain safety standards.
3. Discuss the Occupational Safety and Health Act of 1970 (OSHA) and the National Institute for Occupational Safety and Health (NIOSH).
4. Point out the causes, costs, and prevention of accidents.
5. Identify correct first aid treatment for emergency situations.
6. Discuss the general principles needed to maintain a safe environment at home and at work.

UNIT III

SAFETY

NOTES TO THE COORDINATOR

I. Objective sheet

   A. Discuss the unit objective with the student.

   B. Discuss each specific objective.

   C. Have the student complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to fully meet the needs of the unit and the student.

II. Information and assignment sheets

   A. Use the information sheets for general class discussions.

   B. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Discuss the terms and definitions with students.

      2. Provide additional information on the more difficult terms and defintions.

      3. Use ASSIGNMENT SHEET 1--WORD FIND PUZZLE to reinforce this area of information.

   C. INFORMATION SHEET 2--OSHA/NIOSH

      1. Have a guest speaker from NIOSH speak to the class on the duties and standards of NIOSH.

      2. Have an inspection officer speak to the class on the procedure used to evaluate and inspect places of work to see if safety standards are being met.

      3. Use ASSIGNMENT SHEET 2--OSHA/NIOSH PROVISIONS to reinforce this area of information.

   D. INFORMATION SHEET 3--RESPONSIBILITIES AND RIGHTS

      1. Have several employers from the nearby area speak to the class on the responsibilities and rights of the employer.

      2. Have employees from several companies nearby speak to the class on the responsibilities and rights of the employee.

3. Have a class discussion on the similarities and differences between the rights and responsibilities of the two groups.

4. Use ASSIGNMENT SHEET 3--RESPONSIBILITIES AND RIGHTS to reinforce this area of information.

E. INFORMATION SHEET 4--ACCIDENTS: CAUSES AND PREVENTION

1. Have the students discuss the various causes of accidents listed in the information sheet.

2. Have the students add any other areas that are likely to cause accidents.

3. Allow the students to give examples of accident situations they have observed at home or on the work station.

4. Discuss how these accidents could have been prevented.

5. Have the safety officer from a large company speak to the class on how the company tries to prevent accidents.

6. Use the following transparencies to promote class discussions.

    a. TRANSPARENCY 1--REPORT ALL ACCIDENTS PROMPTLY

    b. TRANSPARENCY 2--ACCIDENT CAUSES

    c. TRANSPARENCY 3--HARMFUL ENVIRONMENTAL EXPOSURES

    d. TRANSPARENCY 4--PRINCIPAL EYE HAZARDS

    e. TRANSPARENCY 5--LEARN TO RECOGNIZE UNSAFE CONDITIONS

    f. TRANSPARENCY 6--BE SURE YOU HAVE PROPER VENTILATION

    g. TRANSPARENCY 7--REMEMBER TO REMOVE DANGEROUS JEWELRY AND CLOTHING

    h. TRANSPARENCY 8--AVOID HORSEPLAY

    i. TRANSPARENCY 9--MAJOR CAUSES OF ACCIDENTS

    j. TRANSPARENCY 10--CARRYING MATERIALS

7. Use the following assignment sheets to reinforce this area of information.

    a. ASSIGNMENT SHEET 4--CAUSES OF ACCIDENTS

        (1) have the students present a safety talk about accidents that have happened at the training station.

      (2) have the students make up other situations that might lead to accidents and how they might be prevented.

   b. ASSIGNMENT SHEET 5--ACCIDENTS IN THE HOME

   c. ASSIGNMENT SHEET 6--DRAW A SAFETY POSTER

      (1) provide examples for the students to get ideas.

      (2) have the students display the better safety posters on the job or school bulletin board.

      (3) have a safety poster contest and allow a panel of students to judge them.

F. INFORMATION SHEET 5--GENERAL SAFETY

1. Invite an officer from the Department of Public Safety to speak to the class concerning safety and the motor vehicle.

2. Have the students visit the local fire department for a discussion and demonstration of fire prevention, and fire safety techniques.

3. Have the students fill out safety checklists for their homes and work stations.

4. Have the students make and display posters pertaining to general safety rules.

5. Have the students list other rules of general safety that are not included in the information sheet.

6. Assist students in contacting U.S. agencies for safety information.

7. Use the following transparencies to promote class discussion.

   a. TRANSPARENCY 11--TYPES OF FIRE EXTINGUISHERS

   b. TRANSPARENCY 12--KNOW YOUR FIRE EXTINGUISHER

   c. TRANSPARENCY 13--HEAD PROTECTION

   d. TRANSPARENCY 14--LOW VOLTAGE CAN BE DANGEROUS

   e. TRANSPARENCY 15--PROPER METHOD FOR MOVING MATERIAL AT ARM'S LENGTH

8. Use the following assignment sheets to reinforce this area of information.
    a. ASSIGNMENT SHEET 7--DON'T BE A SAFETY SQUARE

       (NOTE: Have the students develop similar puzzles to share with the class).

    b. ASSIGNMENT SHEET 8--BUILDING EVACUATION

       (NOTE: Have the students practice evacuation of the classroom).

    c. ASSIGNMENT SHEET 9--SAFETY RULES ON THE WORK STATION
    d. ASSIGNMENT SHEET 10--EXPLAINING SAFETY RULES
    e. ASSIGNMENT SHEET 11--SAFETY RULE APPLICATION

       (NOTE: Have the students develop specific safety rule lists for each piece of equipment used on the training station).

G. INFORMATION SHEET 6--EMERGENCY FIRST AID

1. Invite representatives from the local chapter of the American Red Cross to instruct the class in Cardiopulmonary Resucitation.
2. Have local paramedics or firefighters speak to the class on fires and treatment of burns.
3. Check with the American Red Cross to see what films are available on first aid and safety.
4. Have a doctor or nurse come and demonstrate basic techniques in first aid skills.
5. Check with your school nurse to find out what other resources might be available to you, such as guest speakers, films, and free booklets and brochures.
6. Look in the phone book for available materials from local, county, or state offices of public health services.
7. Have students check in a newspaper for articles concerning accident victims. Have them tell, or write, how each accident could have been prevented or how the injury should have been treated.

8. Have student make a reference card listing emergency phone numbers of local hospital; the name and phone number of their family doctor; phone number of police, fire department, and paramedics; name of closest relative; insurance policy information and number; and other emergency information (list of allergies to medicines; special medical treatment needed; special conditions that must be known, such as diabetes or heart trouble). Students can then place the card in wallet for reference during emergencies.

9. Have students make a "poison" chart, listing what to do in case different poisons are swallowed. Students can take the chart home and place in a safe place for easy reference in case of an emergency.

10. Use the following transparencies to promote class discussion.

    a. TRANSPARENCY III-16--GENERAL FIRST AID DIRECTIONS

    b. TRANSPARENCY III-17--THE "ABC'S" OF CPR

    c. TRANSPARENCY III-18--PINCHING THE NOSE

    d. TRANSPARENCY III-19--BREATHING INTO THE MOUTH

    e. TRANSPARENCY III-20--LISTENING FOR THE RETURN OF AIR

    f. TRANSPARENCY III-21--PRESSURE POINTS

11. Use the following assignment sheets to reinforce this area of information.

    a. ASSIGNMENT SHEET 12--CONTROL OF BLEEDING--PRESSURE POINTS

    b. ASSIGNMENT SHEET 13--IDENTIFICATION AND TREATMENT OF BURNS

    c. ASSIGNMENT SHEET 14--FIRST AID TREATMENTS

III. Answers to assignment sheets

A. Some of the assignment sheets will vary according to training and should be graded individually.

B. Some assignment sheets will not have specific answers but will depend on student participation.

IV. Unit test

A. The test is divided into six parts.

1. Each part covers one information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon completion of all the information and assignment sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to unit tests.

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References:

A. Kansas Vocational Curriculum - Occupational Safety. Emporia, Kansas: Emporia State University/Kansas State Department of Education, 1977.

B. Carrier, Lois, Gooch, Bill G.; Huck, John, Work: Pathway To Independence. Chicago: American Technical Society, 1979.

C. Jacobs, Clinton O.; Turner, J. Howard, Developing Shop Safety Skills. Athens, Georgia: American Association for Vocational Instructional Materials, 1979.

D. "Family Safety". Chicago: The National Safety Council, Vol. 39 No. 1, Spring, 1980.

E. Grimes, Jr. L. A. Students Personal Adjustment to Work. Austin: Instructional Materials Services, The University of Texas at Austin, 1973.

F. Accident Facts, 1979 Edition. Chicago: National Safety Council, 1979.

G. Safety Guide. Commerce, Texas: East Texas State University Occupational Curriculum Laboratory.

H. Group Instruction for Cooperative Programs. Stillwater, Oklahoma: State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1978.

I. Help! First Steps to First Aid. Jack Canario and Marilyn Mathias. Janus Publishing Company, Hayward, California, 1980.

UNIT III

SAFETY

ANSWERS TO ASSIGNMENT SHEETS

Assignment 1

```
A R T I F I C I A L R E S P I R A T I O N
N     I N J U R Y       T
T                       A C C I D E N T
I N S P E C T I O N     N   O     M
D   H F                 D   M     E
O P O I S O N           A   B     R
T   C R                 R   U     G
E   K S       H A Z A R D   S     E
      T                     T     N
      A           C I T A T I O N C
I G N I T I O N             O     Y
      D                     N
```

Assignment 2

A.
1. The guarantee of safe working conditions for every person.
2. The reduction of hazards by providing new or improved safety and health standards and programs.
3. The development and enforcement of mandatory job safety and health standards.
4. Keeping records of job-related injuries and illnesses for evaluation.
5. The establishment of employer and employee responsibilities.

B. National Institute for Occupational Safety and Health

C. 1970

D.
1. To conduct research on safety problems.
2. To provide technical assistance to OSHA.
3. To recommend standards for adpotion by OSHA.
4. To publish safety material.
5. To inspect work places and request medical examinations in order to gain information on working conditions.

Assignment 3

A. E
B. E
C. W
D. E
E. W

F. W
G. W
H. E
I. E
J. E

K. E
L. W
M. W
N. E
O. E

Assignment 4

Evaluated to the satisfaction of the instructor.

Assignment 5

A. 1. Falls
   2. Fires
   3. Poisons
   4. Firearms

B and C
Evaluated to the satisfaction of the instructor.

Assignment 6

Evaluated to the satisfaction of the instructor.

Assignment 7

A. Slow down on ice.
B. (DON'T) Follow too closely.
C. Look around.
D. (DON'T) Be in a big rush.
E. Be prepared.
F. Look backward.
G. (DON'T) Pass on curves.
H. Have both hands on the wheel.
I. (DON'T) have your tires over inflated.

Assignment 8, 9, 10

Evaluated to the satisfaction of the instructor.

Assignment 11

A. 1. Do not wear ragged sleeves, neckties, or loose fitting clothes.
   2. Roll your shirt sleeves above the elbows.
   3. Wear gloves when working with rough or sharp materials.
   4. Wear safety equipment such as hard hat or goggles as needed.
   5. Wear shoes with a good support and appropriate for the job.
B. 1. Check your footing first.
   2. Place your feet firmly no more than twelve inches apart.
   3. Have the weight of the body directly over the soles of the feet

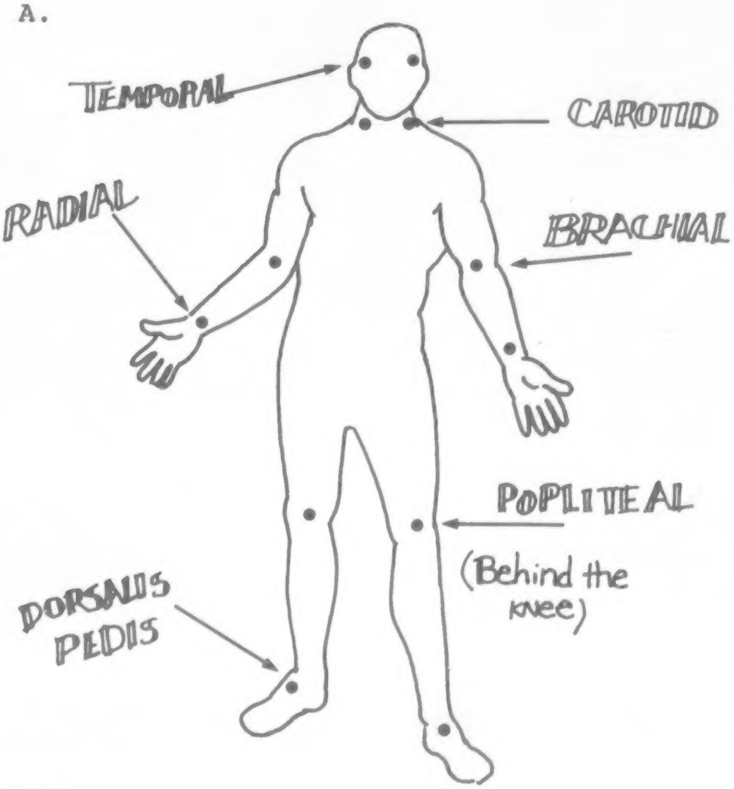
4. Keep arms and back straight.
5. Bend at the knees and lift with the legs, not the back.
6. Get help if possible or use a lifting device if the material is very heavy.

C. 1. Oxygen
2. Fuel supply
3. An ignition point

D. 1. Remove and dispose of fuel sources such as rags, papers, and flammable liquids.
2. Make sure there is good circulation of air when use of flammable liquids is necessary.
3. Control ignition sources
    a. Keep wiring and electrical cords repaired or replaced.
    b. Do not store flammable materials near heat sources.
4. Monitor oxygen sources.
5. Smoke only in designated areas.

Assignment 12

A.


TEMPORAL
CAROTID
RADIAL
BRACHIAL
POPLITEAL
(Behind the knee)
DORSALIS PEDIS

B. 1. Left brachial
2. Right brachial
3. Left popliteal
4. Right radial
5. Left carotid
6. Temporal

Assignment 13

Types of Burns	Description	First Aid Treatment
1st degree	Redness of skin	Apply cold water
2nd degree	Redness and blistering of skin	Immerse in cold water. Cover with clean or sterile dressing. Seek medical care if extensive
3rd degree	Tissue destruction	Cover with sterile or clean cloth. Seek medical assistance immediately

Assignment 14

A. 1. Down
2. Liquids
3. Press
4. Respiration
5. Diluted
6. Moving
7. Cloth
8. Quiet
9. Heart
10. Sterile
11. Location
12. Injury
13. First Aid

B. 1. Airway
2. Breathing
3. Circulation
4. Shake
5. Look
6. Listen
7. Fuel
8. Four
9. Carotid
10. Compression
11. Help
12. Revives

C. 1. Pressure
2. Hands

D. 1. Moist
2. Shallow
3. Weak
4. Down
5. Heat
6. Medical help

E. 1. Down
2. Chest
3. Ventilation

F. 1. Electricity
   2. Power
   3. Breathing
   4. Respiration
   5. Burns
   6. Medical

G. 1. Heimlich Procedure
   2. Waist
   3. Navel
   4. Rib cage
   5. Abdomen
   6. Upward

H. 1. First
   2. Cold water
   3. Second
   4. Stride
   5. Destruction

I. 1. Flush
   2. Dressing
   3. Medical

UNIT III

SAFETY

ANSWERS TO TESTS

Part 1

1. a. Accident-prone
   b. Citation
   c. Hazard
   d. Dressing
   e. Antidote
   f. Rehabilitation
   g. Unconscious
   h. Current
   i. Combustion
   j. Ignition

2. a. 2
   b. 6
   c. 10
   d. 13
   e. 4
   f. 1
   g. 8
   h. 9
   i. 11
   j. 3
   k. 7
   l. 5
   m. 12
   n. 14

Part 2

1. a. (3)
   b. (6)
   c. (1)
   d. (5)
   e. (2)
   f. (4)

2. a.
   [✓ b.]
   [✓ c.]
   d.
   e.
   [✓ f.]

3. a. Safety Act of 1970
   b. Human Services
   c. Safety
   d. OSHA
   e. Standards

Part 3

1. a. TRUE
   b. TRUE
   c. FALSE
   d. TRUE
   e. FALSE
   f. TRUE
   g. TRUE
   h. FALSE

2. a. (2)
   b. (1)
   c. (3)
   d. (1)
   e. (4)
   f. (2)
   g. (3)
   h. (4)
   i. (3)

Part 4

1. a. (1)
   b. (3)
   c. (2)
   d. (3)
   e. (4)

2. a. x
   b.
   c. x
   d. x
   e.
   f. x
   g.
   h. x
   i. x
   j. x

3. a. Safety rules
   b. Education
   c. Potential hazard
   d. Happen, caused

Part 5

1. a. ✓
   b.
   c. ✓
   d. ✓
   e. ✓
   f.
   g. ✓
   h.

2a. (1) Oxygen must be present.
    (2) A fuel supply.
    (3) An ignition point or enough heat to cause the fire to start.

2b. (1) b
    (2) d
    (3) c
    (4) a

2c. (1) FALSE
    (2) FALSE
    (3) FALSE
    (4) TRUE
    (5) FALSE
    (6) TRUE
    (7) TRUE
    (8) FALSE

3. [✓ a.]
   b.
   [✓ c.]
   d.
   [✓ e.]
   [✓ f.]

4. a. Feet should be placed firmly, not more than 12 inches apart.
   b. Have the weight of the body directly over the soles of the feet.
   c. Keep arms and back straight.
   d. Bend at the knees and lift with the legs, not the back.

5. a. No
   b. Yes
   c. Yes
   d. No
   e. Yes

Part 6

1. a.
   b. x
   c. x
   d.
   e. x
   f.
   g.
   h. x
   i.
   j. x

2. a. Airway
   b. Breathing
   c. Circulation

3. a. True
   b. False
   c. True
   d. False

4. a. ✓
   b. ✓
   c.
   d. ✓
   e. ✓
   f.
   g. ✓
   h. ✓
   i.

5. a. 3
   b. 2
   c. 1

6. a. 4
   b. 3
   c. 1
   d. 2

7. a. Stand behind the victim.
   b. Wrap your arms around the victim's waist.
   c. Make a fist with one hand.
   d. Grasp the fist with the other hand.
   e. Place the thumb side of the fist against the victim's abdomen, above the navel and below the rib cage.
   f. Press the fist into the victim's abdomen with a quick upward thrust.
   g. Repeat several times if necessary to dislodge the obstruction.

UNIT III

SAFETY

INFORMATION SHEET 1--TERMS AND DEFINITIONS

A. Accident--A happening not expected or planned that may result in property damage, personal injury, or death.

B. Accident-prone--The feeling or belief that some people are more likely than others to have accidents.

C. Alkali--One of a class of caustic bases such as soda.

D. Antidote--Substance which acts as a counterdose to the effects of poison.

E. Apoplexy--Sudden loss of consciousness (stroke) caused usually by a blood clot or bleeding of a blood vessel in the brain, or high blood pressure.

F. Artifical respiration--Causing air to flow into and from the lungs by mechanical means when breathing has stopped.

G. Cardiopulmonary resusitation--(CPR) Reviving someone when the heart stops.

H. Circuit--The complete path of an electric current.

I. Citation--A notification by OSHA that a safety factor is not up to the set standards.

J. Combustible--Capable of bursting into flame.

K. Combustion--The moment all of the elements are present that cause a fire, and the fire begins.

L. Compress--Soft pad used to maintain pressure.

M. Concussion--Injury to the head caused by a fall or a severe blow.

N. Current--A flow of electricity.

O. Disabling injury--An injury which results in some degree of permanent impairment or which leaves the injured person unable to effectively perform his duties.

P. Dressing--A sterile covering.

Q. Elevate--Raise from a lower to higher position.

R. Emergency--A condition that calls for immediate action.

S. First aid--Emergency treatment given to a person that is injured or ill when medical treatment is not available.

T. Hazard--A risk or source of danger to which one takes the chance of being exposed.

U. Ignition--The moment that heat becomes hot enough and becomes flame.

V. Inspection--A visit to a work place to identify unsafe conditions.

W. Penalty--Punishment for not following OSHA safety standards.

X. Poison--Any substance which, taken into the body, interferes with normal body function.

Y. Rehabilitation--To restore to former condition.

Z. Safety--Freedom from danger, risks, or injury.

AA. Sequence--A series of events or things that occur in a fixed order, one following another.

AB. Shock--Depressed state of all body functions.

AC. Standard--A measure established by OSHA as an example of safe working conditions.

AD. Unconscious--A lack of awareness and inability to react to the environment.

UNIT III

SAFETY

ASSIGNMENT SHEET 1--WORD FIND PUZZLE

Directions: The following words pertaining to safety can be found in the word find puzzle. The words may be horizontal or vertical. Circle each word as you find it.

- accident
- hazard
- combustion
- first aid
- emergency
- citation
- antidote
- injury
- shock
- artificial respiration
- standard
- inspection
- poison
- ignition

A	R	T	I	F	I	C	I	A	L	R	E	S	P	I	R	A	T	I	O	N
N	O	C	I	N	J	U	R	Y	M	T	L	T	T	E	L	S	I	N	G	C
T	S	P	C	E	I	A	L	A	C	D	M	A	C	C	I	D	E	N	T	L
I	N	S	P	E	C	T	I	O	N	D	I	N	F	O	F	E	M	R	E	N
D	C	H	F	O	D	R	O	C	L	O	S	D	E	M	R	A	E	N	D	C
O	P	O	I	S	O	N	L	G	E	N	E	A	R	B	A	L	R	H	O	S
T	X	C	R	T	B	T	L	P	N	W	E	R	K	U	D	A	G	Y	S	C
E	O	K	S	M	E	O	H	A	Z	A	R	D	V	S	E	R	E	G	X	K
B	S	I	T	U	C	M	L	O	P	J	L	O	Y	T	V	C	N	I	A	E
C	L	O	A	K	S	T	U	D	C	I	T	A	T	I	O	N	C	B	Y	R
I	G	N	I	T	I	O	N	Z	L	M	L	A	N	O	G	U	Y	A	Q	D
W	I	T	D	H	I	N	D	T	H	W	E	B	S	N	C	L	E	S	L	N

UNIT III

SAFETY

TEST--PART 1

1. Fill in the blanks with the terms listed below.

Accident	Dressing
Accident-prone	Hazard
Antidote	Ignition
Citation	Inspection
Combustible	Rehabilitation
Combustion	Standard
Current	Unconscious

a. The feeling or belief that some people are more likely than others to have accidents is called ___________ ________.

b. ___________ is a notification by OSHA that a safety factor is not up to the set standards.

c. A risk or source of danger to which one takes the chance of being exposed to is a(n)_______________________.

d. A sterile covering is called a ____________________.

e. A(n)______________ acts as a counterdose to the effects of poison.

f. ___________________ is to restore to the former condition.

g. A lack of awareness and inability to react to the environment is referred to as __________________________________.

h. ___________________ is a flow of electricity.

i. The moment all of the elements are present that cause a fire is called ____________________.

j. _______________________ is the moment that heat becomes hot enough to become flame.

2. Match the following terms with the definition by placing the correct number in the blank at the left.

____a. Sudden loss of consciousness caused usually by a blood clot or bleeding of a blood vessel in the brain.

____b. Injury to the head caused by a fall or a severe blow.

____c. Punishment for not following OSHA safety standards.

____d. A series of events or things that occur in a fixed order, one following another.

____e. The complete path of an electric current.

____f. One of a class of caustic bases such as soda.

____g. A condition that calls for immediate action.

____h. Emergency treatment given to a person that is injured or ill when medical treatment is not available.

____i. Any substance which, taken into the body, interferes with normal body function.

____j. Causing air to flow into and from the lungs by mechanical means when breathing has stopped.

____k. Raise from a lower to a higher position.

____l. Soft pad used to maintain pressure.

____m. Freedom from danger, risks, or injury.

____n. Depressed state of all body functions.

1. Alkali
2. Apoplexy
3. Artificial respiration
4. Circuit
5. Compress
6. Concussion
7. Elevate
8. Emergency
9. First aid
10. Penalty
11. Poison
12. Safety
13. Sequence
14. Shock

UNIT III

SAFETY

INFORMATION SHEET 2--OSHA/NIOSH

I. Provisions of the Occupational Safety and Health Act of 1970 (OSHA).

(NOTE: OSHA became effective in 1970 under the Department of Labor, with 12 regional offices).

  A. Guaranteee of safe working conditions for every person.

  B. Reduction of hazards by providing new or improved safety and health standards and programs.

  C. Development and enforcement of mandatory job safety and health standards.

  D. Recording job-related injuries and illnesses for evaluation.

  E. Establishment of employer and employee responsibilities.

II. OSHA inspections and citations

  A. Inspections

    1. Places of work must meet certain standards.

    2. Inspection of records for:

      a. deaths

      b. injuries

      c. illnesses

    3. Inspection of equipment and the working area.

    EXAMPLE: Broken guards on tools, blocked aisles, unsafe floor surfaces, and unsanitary conditions.

  B. Citations are given for:

    1. Failing to report an accident or death.

    2. Not maintaining records.

    3. Not fixing or maintaining tools and equipment in a safe manner.

    4. Failing to post OSHA standards.

    5. Giving false information.

6. Failure to post a notice in an unsafe or dangerous area.

(NOTE: Penalties are in the form of fines. Citations and fines the employer feels are not justified can be appealed).

III. National Institute for Occupational Safety and Health (NIOSH)

A. Established by the OSHA Safety Act of 1970.

B. An agency of the Department of Human Services.

C. Duties of NIOSH.

1. Conduct research on safety problems.

2. Provide technical assistance to OSHA.

3. Recommend standards for adoption by OSHA.

4. Publish safety material.

5. Inspect work places and request medical examinations in order to gain information on working conditions.

(NOTE: NIOSH works hand in hand with OSHA to try and assure a safe working place for all workers. If you have an idea pertaining to a safety standard, you may send it to the closest regional office).

UNIT III

SAFETY

ASSIGNMENT SHEET 2--OSHA/NIOSH PROVISIONS

A. List the reasons for the Occupational Safety and Health of 1970.

1.

2.

3.

4.

5.

B. What do the letters "NIOSH" stand for?

C. When was it established?

D. What are the duties of NIOSH?

UNIT III

SAFETY

TEST--PART 2

1. Match the terms on the right with the definitions by filling in the blanks with the correct number.

____a. A visit to a work place to identify unsafe conditions.

____b. A measure established by OSHA as an example of safe working conditions.

____c. Occupational Safety and Health Act.

____d. A notification by OSHA that a safety factor is not up to the set standards.

____e. National Institute of Occupational Safety and Health.

____f. Punishment for not following OSHA safety standards.

(1) OSHA

(2) NIOSH

(3) Inspection

(4) Penalty

(5) Citation

(6) Standard

2. Point out the reasons citations are issued by OSHA by circling the letter of the correct statements.

a. Maintaining records.

b. Failing to post OSHA standards.

c. Giving false information.

d. Reporting an accident or death.

e. Fixing tools and equipment to meet safety standards.

f. Failure to post a notice in an unsafe or dangerous area.

3. Fill in the blanks with the word or words that best completes the statements concerning NIOSH.

a. NIOSH was established by the OSHA ____________ ______ of _____.

b. NIOSH is an agency of the Department of ___________ ___________.

c. One of the duties of NIOSH is to conduct research on _______________ problems.

d. NIOSH provides technical assistance to ________________.

e. NIOSH recommends ______________ for adoption by OSHA.

UNIT III

SAFETY

INFORMATION SHEET 3--RESPONSIBILITIES AND RIGHTS

I. Employer's responsibilities
   - A. Inform employees of their rights under the OSHA Act.
   - B. Remove or guard hazards.
   - C. Use color codes, posters, or signs to warn employees of hazards.
   - D. Comply with OSHA standards.
   - E. Require employees to use personal protective equipment (shoes, hats, clothing).
   - F. Provide safe tools and equipment.
   - G. Refrain from discrimination against employees who use their rights.
   - H. Post OSHA citations at the work place.
   - I. Keep records and reports.

II. Employer's rights
   - A. To be shown identification from OSHA inspectors.
   - B. To be told the reason for an inspection.
   - C. To be present during inspections and discussions.
   - D. To help set safety and health standards.
   - E. To require employees to follow safety rules.

III. Employee's responsibilities
   - A. Read OSHA posters at the job site.
   - B. Follow safety instructions.
   - C. Question things that are not understood.
   - D. Use employee rights properly.
   - E. Recognize hazards and remove or avoid them.
   - F. Take safety seriously and don't "horse around."
   - G. Report all accidents promptly.

IV. Employee's rights
   - A. To request a safety inspection.
   - B. To see that the employer corrects the unsafe condition.
   - C. To expect the employer to be concerned about the safety of employees.

UNIT III

SAFETY

TEST--PART 3

1. Answer the statements below concerning rights and responsibilities by writing TRUE or FALSE in the blanks.

___________a. It is the employer's responsibility to inform employees of their rights under the OSHA Act.

___________b. Employers must refrain from discrimination against employees who use their rights.

___________c. Employees should not question safety rules even if they don't understand them.

___________d. An employee has the right to request that an inspection be made.

___________e. Employees don't need to report unsafe situations because the inspection will discover them.

___________f. It is the employee's responsibility to follow safety instructions.

___________g. An employer is allowed to be present during an inspection.

___________h. Employees are allowed to help set safety and health standards that are needed at work.

2. Point out whether the following statements are the rights or the responsibilities of employers or employees by placing the correct number of each shown below in the blank to the left.

(1) Employer's responsibilities
(2) Employer's rights
(3) Employee's responsibilities
(4) Employee's rights

____a. To be told the reason for inspection.

____b. Require employees to use personal protective equipment.

____c. Read OSHA posters at the job site.

____d. Post OSHA citations at the work place.

____e. To see that the employer corrects the unsafe conditions.

____f. To be present during inspections and discussions.

____g. Take safety seriously and don't "horse around."

____h. To expect the employer to be concerned about the safety of employees.

____i. Question things that are not understood.

UNIT III

SAFETY

INFORMATION SHEET 4--ACCIDENTS: CAUSES AND PREVENTION

I. Causes of accidents at work.

  A. Major problem areas

    1. Not enough knowledge

      a. What you don't know can kill you!

      b. Technology cannot think of everything that might happen and take precautions against it for the protection of the worker.

      c. The worker should take his/her own lack of knowledge seriously.

      d. The worker should try to learn more about the job.

    2. Not enough skill

      a. The worker does not yet have enough experience to realize the danger involved.

      b. Even skilled workers try to perform new tasks beyond their present level of skills.

      c. Safety experts recommend four steps to follow when developing new skills:

        (1) Observe a skilled person who is safety conscious perform the task.

        (2) Have the skilled person show you step-by-step how to do it.

        (3) Perform the task slowly while the skilled person watches.

        (4) Practice the task under supervision until you feel you can do it safely and efficiently.

    3. Environmental hazards

      EXAMPLES: Noise, improper lighting, temperature and humidity.

      a. Employers are placing more and more emphasis on minimizing the dangers from equipment and materials.

      b. The employee must also use good judgment.

c. No matter how many safety precautions are present, they cannot be effective if the worker does not use them.

d. Always observing and following safety procedures takes care of both the times when you are fresh and alert and the times when you are not as alert.

4. Improper habits and attitudes

a. Talking or horse-play can cause someone to lose their concentration, and working with machinery calls for a lot of concentration.

b. Letting your emotions become too strong can get in the way of practicing good safety prevention, and interferes with your concentration.

c. Being under the influence of any type of drug or alcholic beverage can subject the worker to danger.

d. Trying to work when ill can be very dangerous.

e. Using equipment that is in bad repair can cause accidents.

B. Analyzing an accident--the Domino Theory

1. An accident is the result of a sequence or series of events that occur in a fixed order.

2. Each event follows the one before it.

3. Eliminating even one of the factors in the series can result in preventing the accident.

II. Major causes of accidents in the home.

A. Falls

1. Steps

(NOTE: Usually only two or three steps are involved in the accident).

2. Slick surfaces.

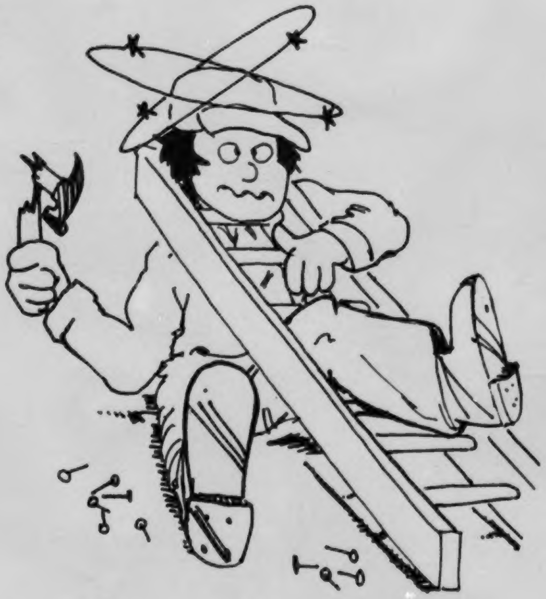
3. People being in too much of a hurry.

4. Poor lighting.

5. Carrying loads that are too heavy or unbalanced.

6. Improper use of ladders.

(NOTE: Improper use of ladders is the leading cause of falls).



B. Fires

1. Matches and lighted cigarettes.

2. Electricity not used properly.

3. Poor housekeeping.

EXAMPLE: Keeping oily rags near heat source.

C. Poisons

(NOTE: Small children are the main victims. Poisons are not put out of reach).

D. Firearms

1. Loaded firearms in the home.

2. Improper storage of firearms and ammunition.

3. Careless handling of firearms.

III. Prevention of accidents

A. Accidents do not happen, they are caused, and you can prevent them.

B. Education is the cornerstone of accident prevention.

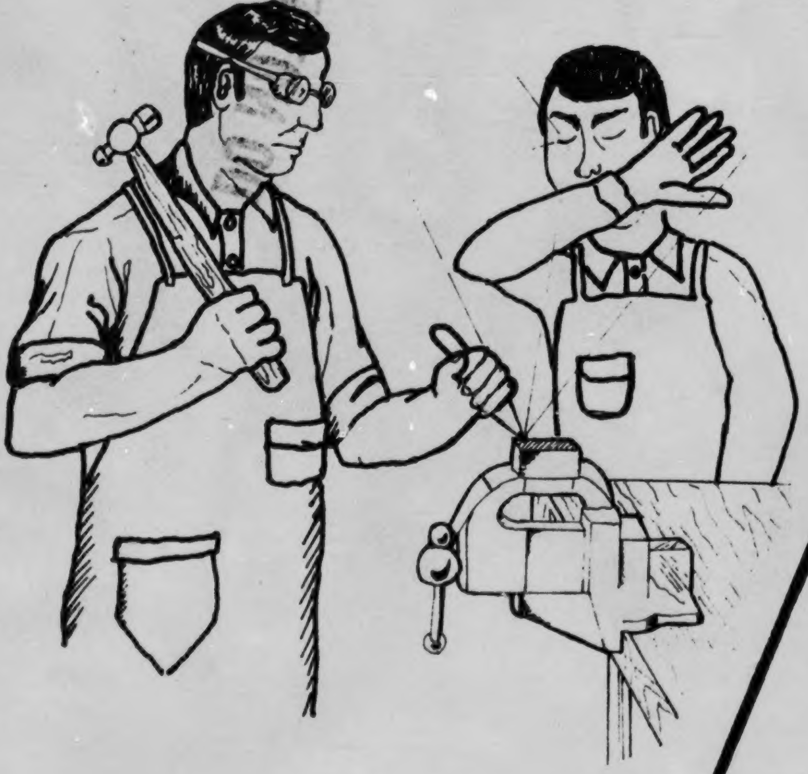
1. Learn from the experience of others.

2. Participate in a safety program on the job.

3. Be aware of safety rules which are designed to protect you.

4. Develop the habit of watching for situations which might be a potential hazard.

REPORT ALL ACCIDENTS PROMPTLY



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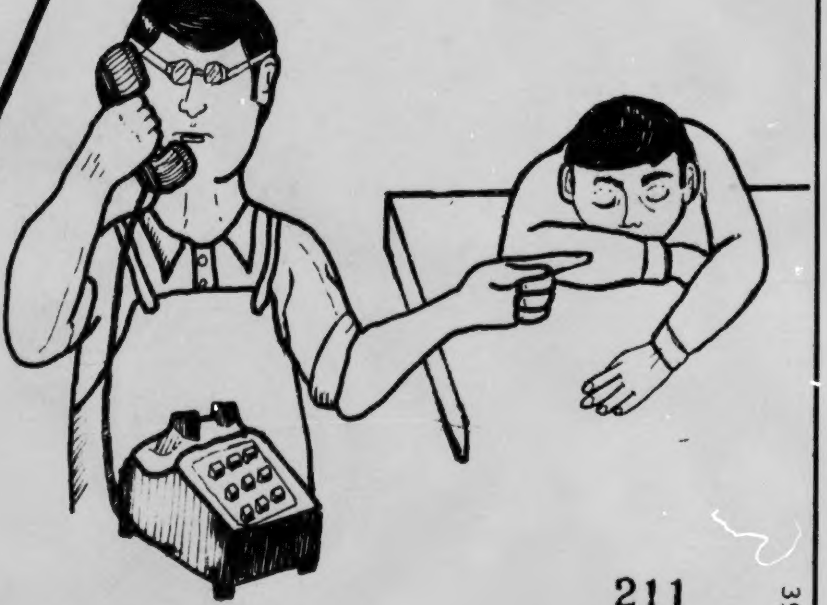

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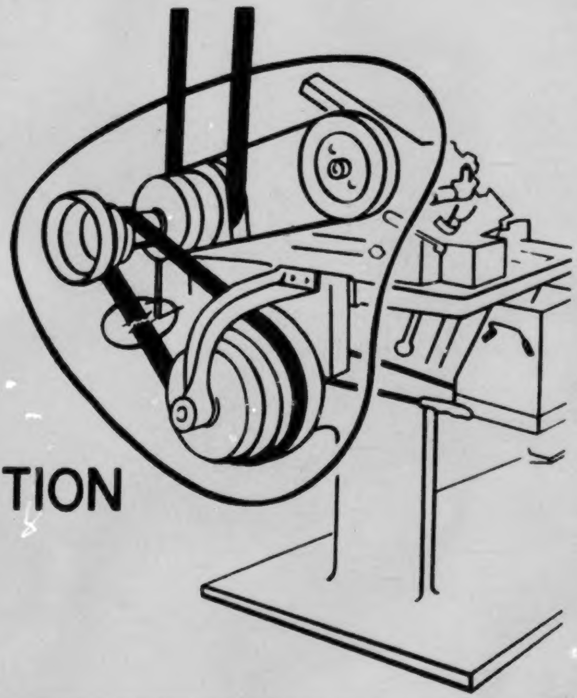
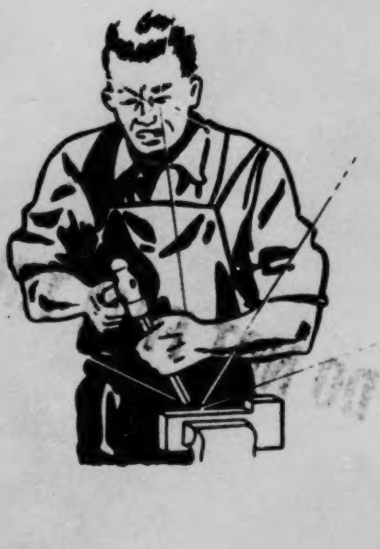
ACCIDENT CAUSES

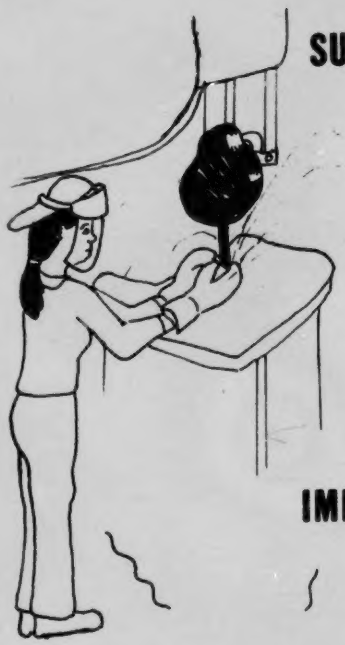


UNSAFE CONDITION

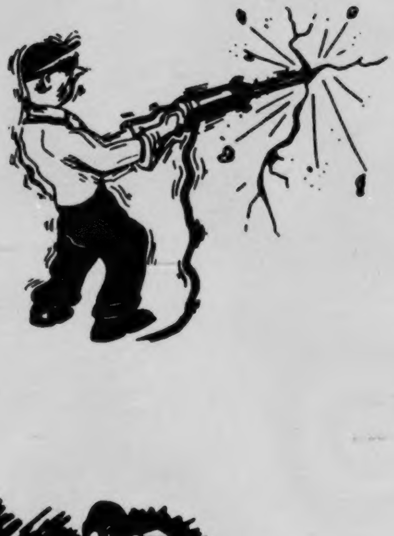


UNSAFE ACT

HARMFUL ENVIRONMENTAL EXPOSURES

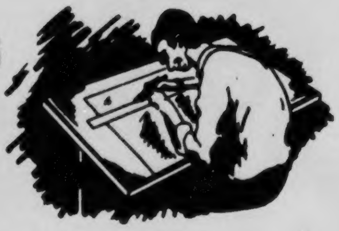


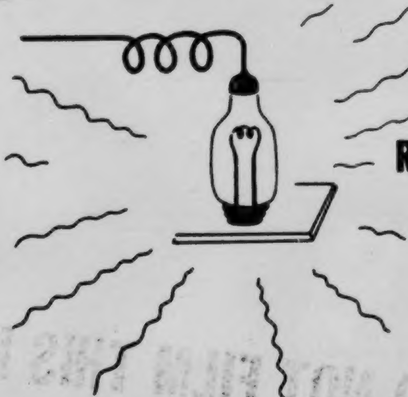
SUSTAINED VIBRATION



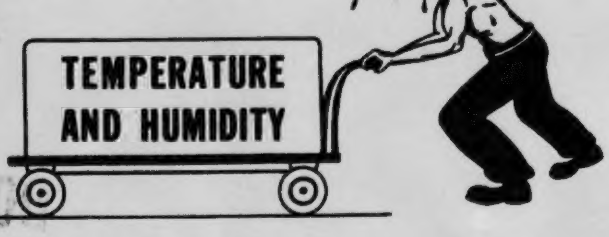
NOISE

IMPROPER LIGHTING





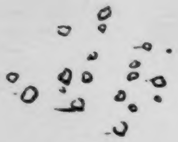
RADIANT ENERGY



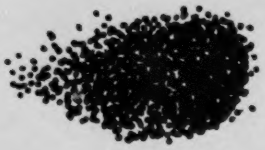
TEMPERATURE AND HUMIDITY

PRINCIPAL EYE HAZARDS

1. IMPACT OF FLYING PARTICLES



2. DUSTS

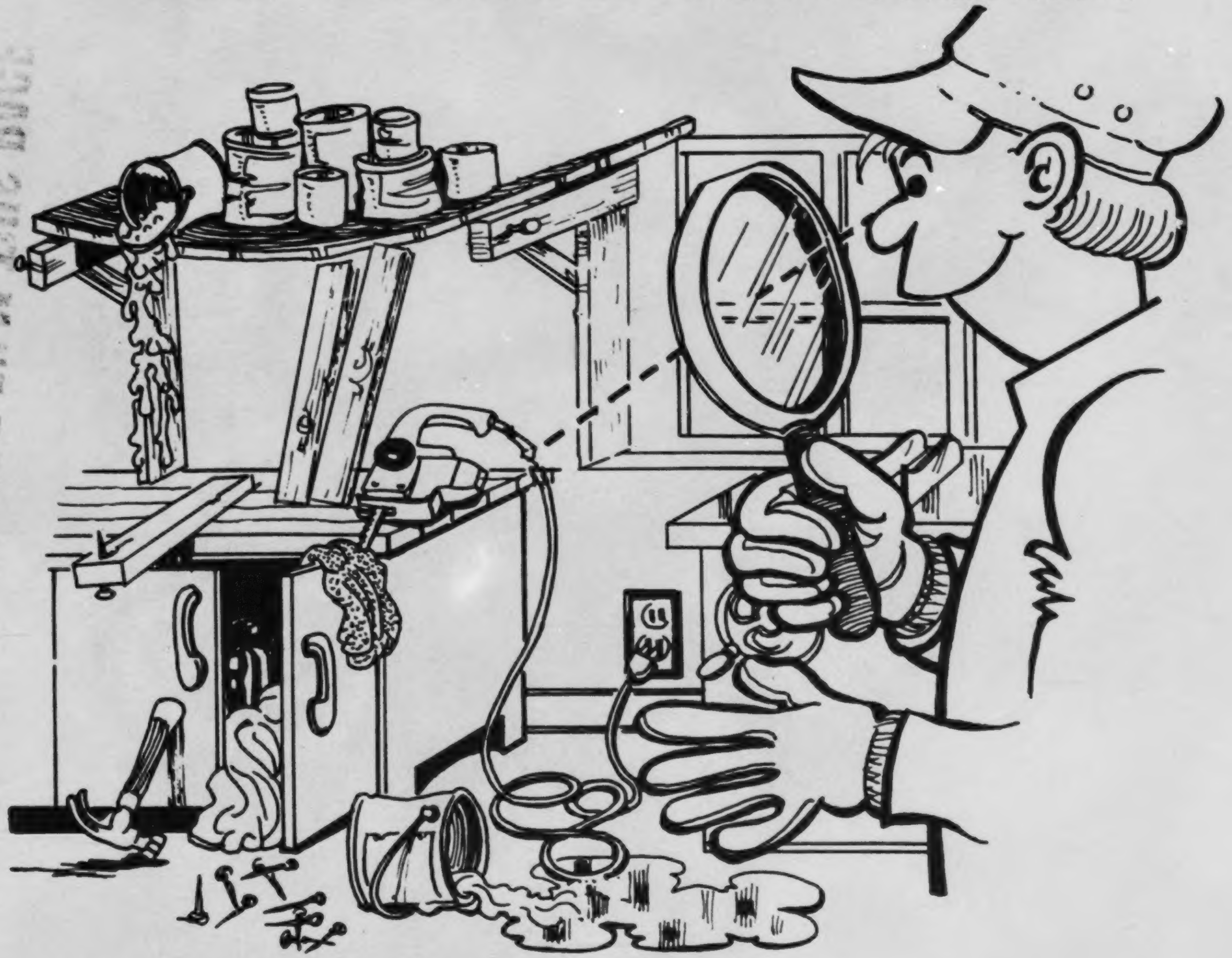


3. CHEMICAL FUMES & LIQUIDS

4. HOT SPLASHING METALS

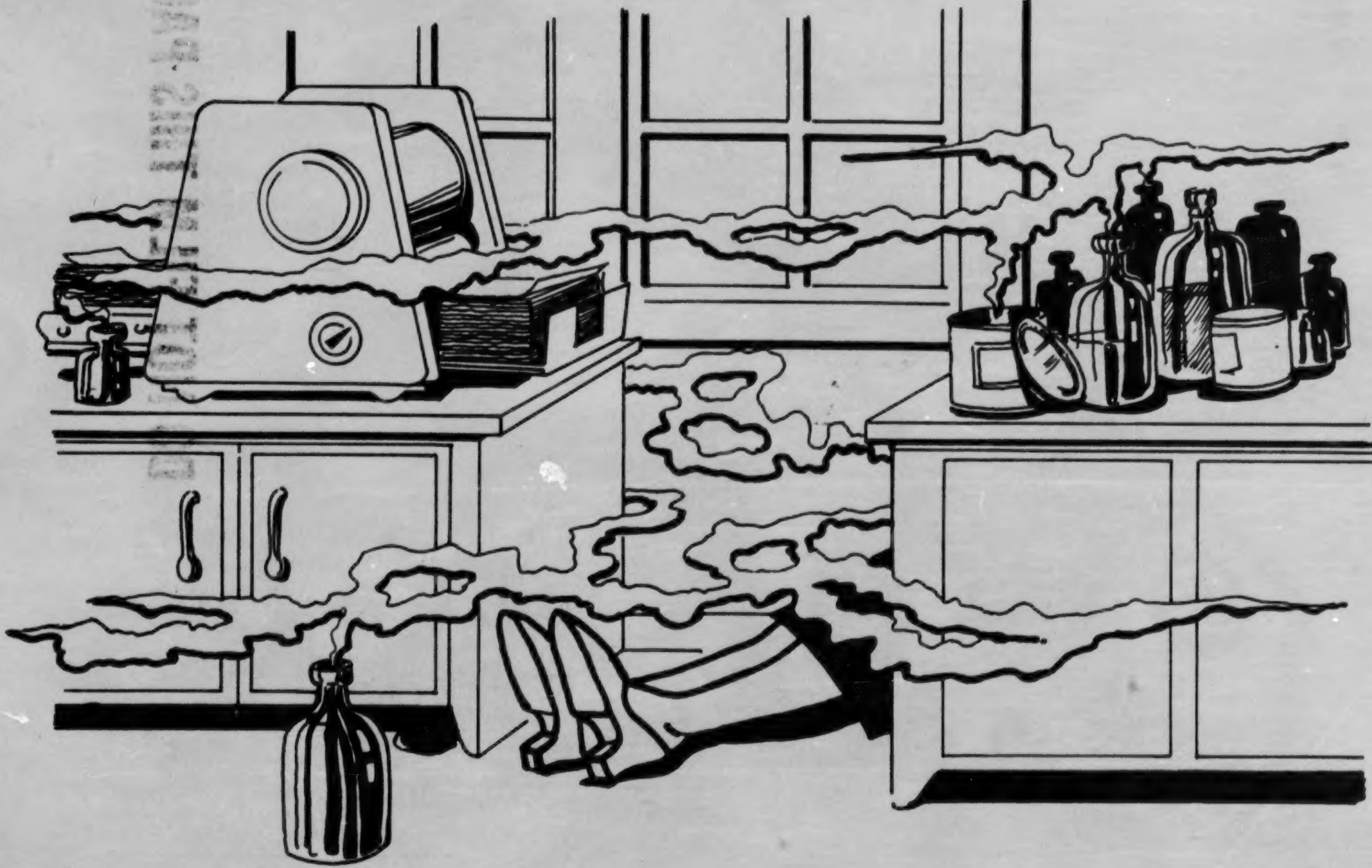
5. INJURIOUS LIGHT RAYS

LEARN TO RECOGNIZE UNSAFE CONDITIONS

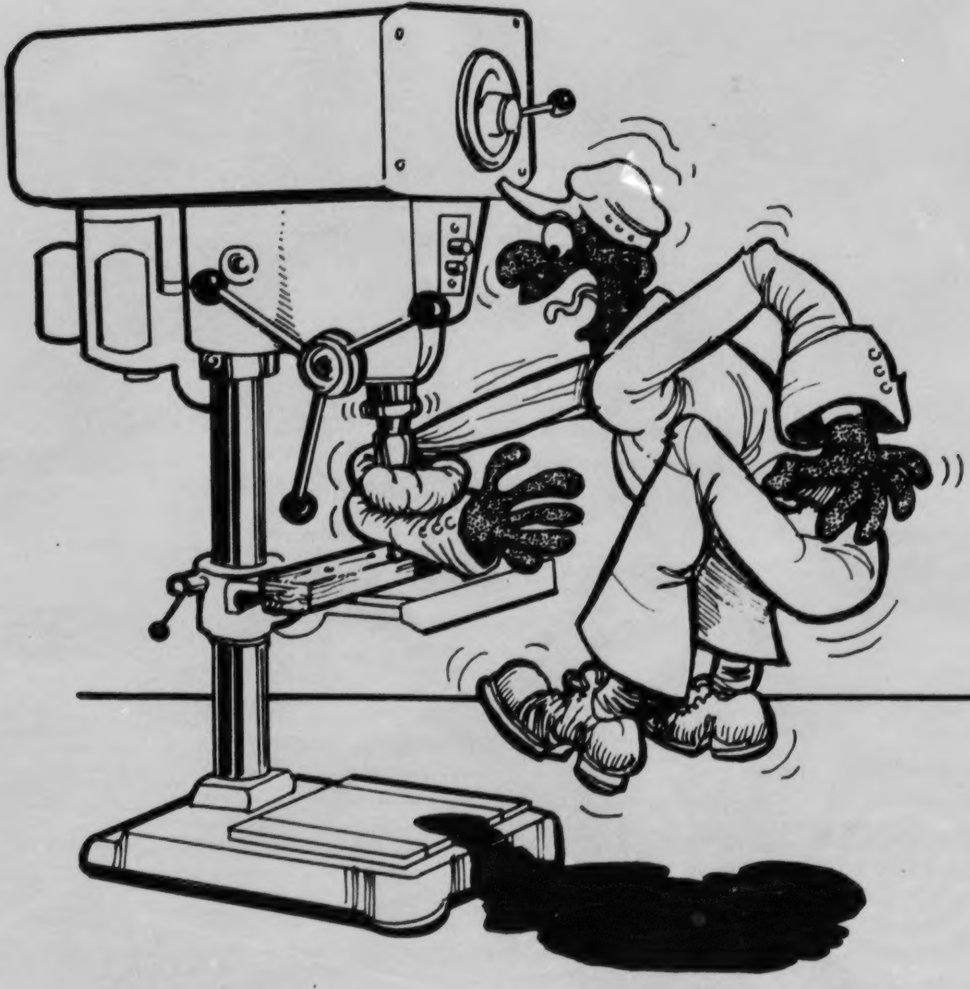


TM-5

BE SURE YOU HAVE PROPER VENTILATION

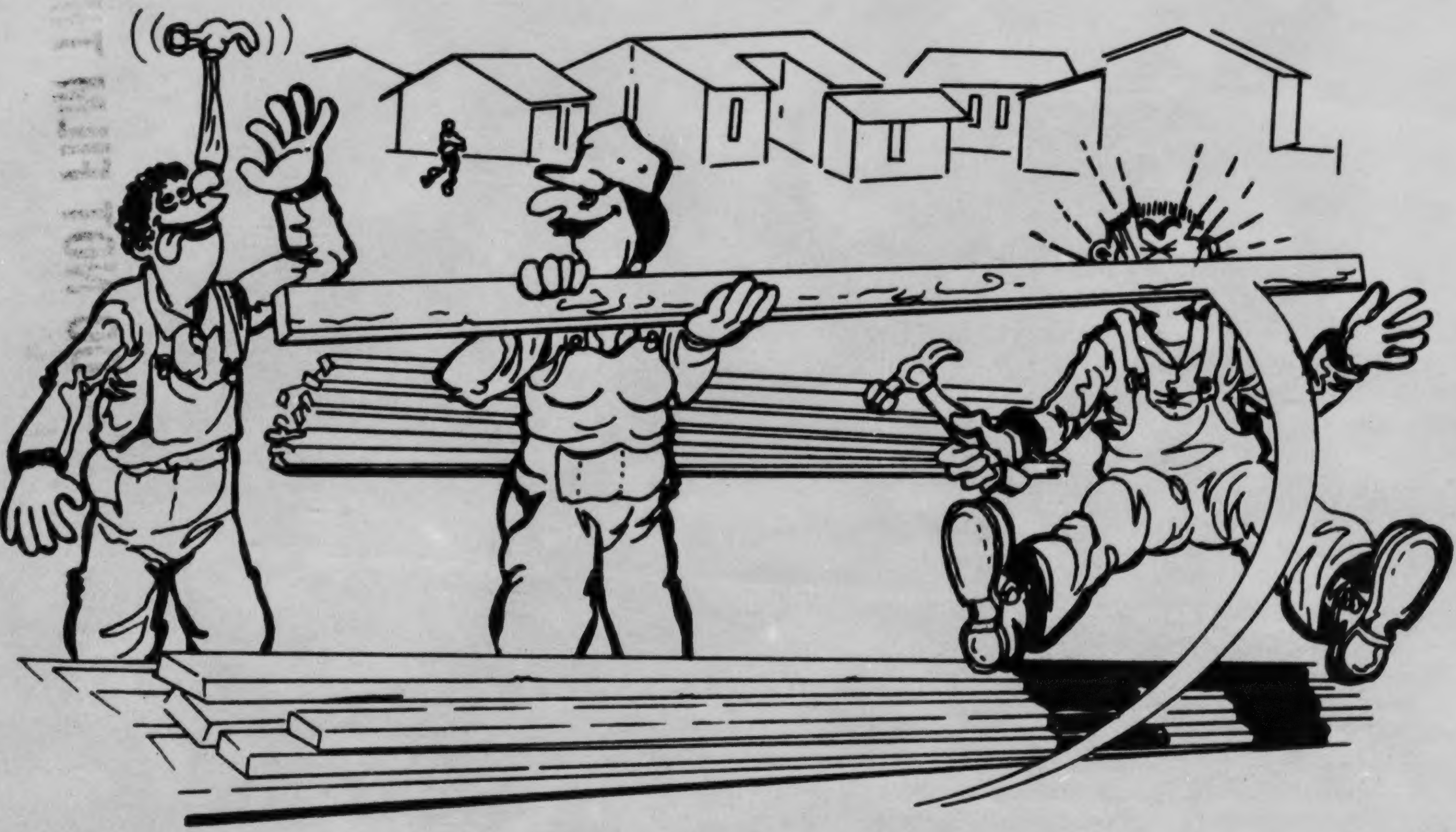


REMEMBER TO REMOVE DANGEROUS JEWELRY AND CLOTHING



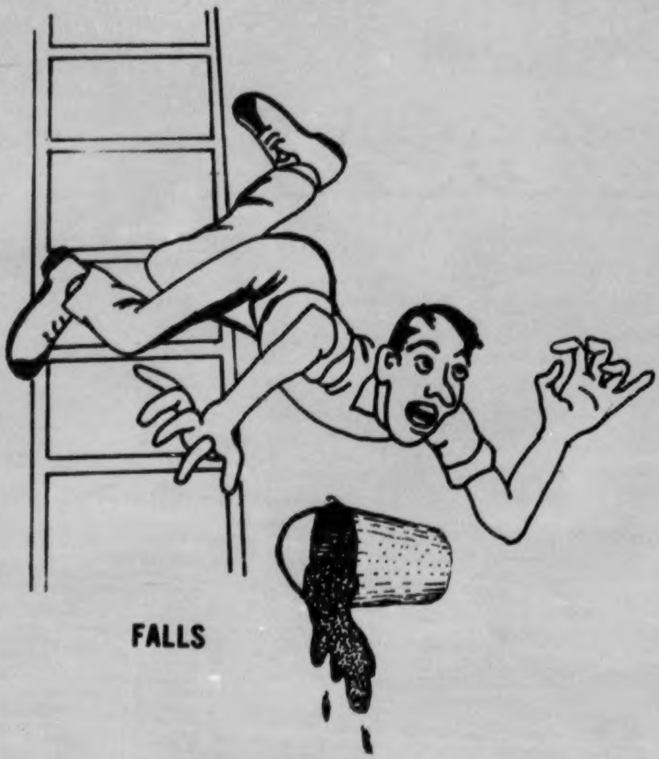
TM-7

AVOID HORSEPLAY

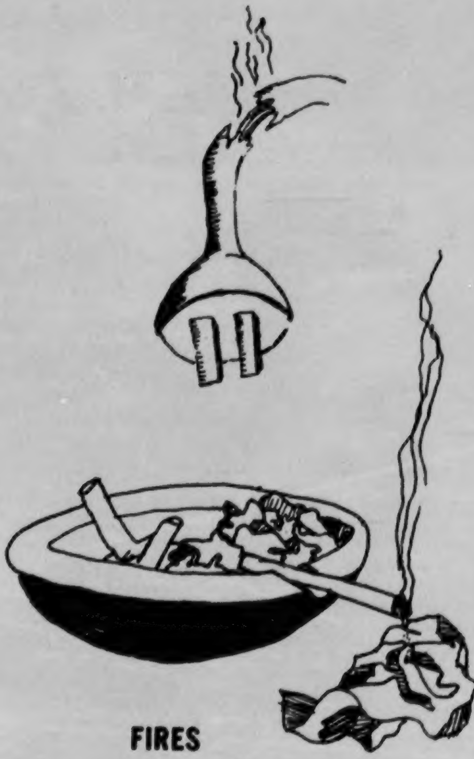


MAJOR CAUSES OF ACCIDENTS

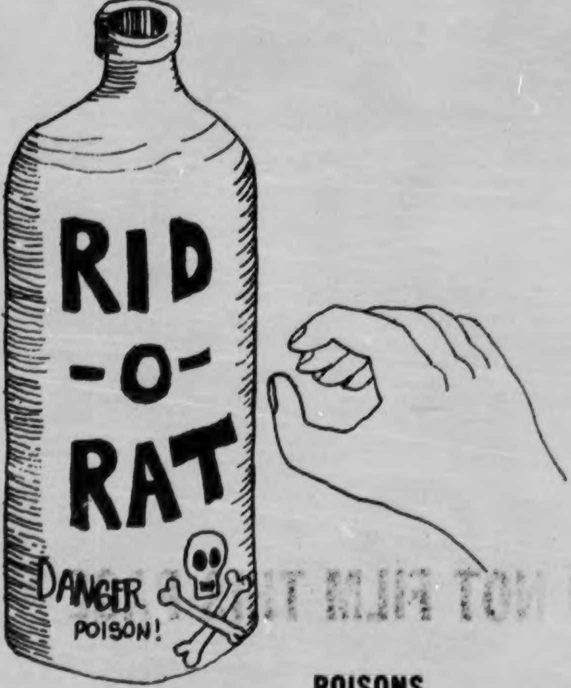
IN THE HOME



FALLS



FIRES


RID
-O-
RAT
DANGER
POISON!

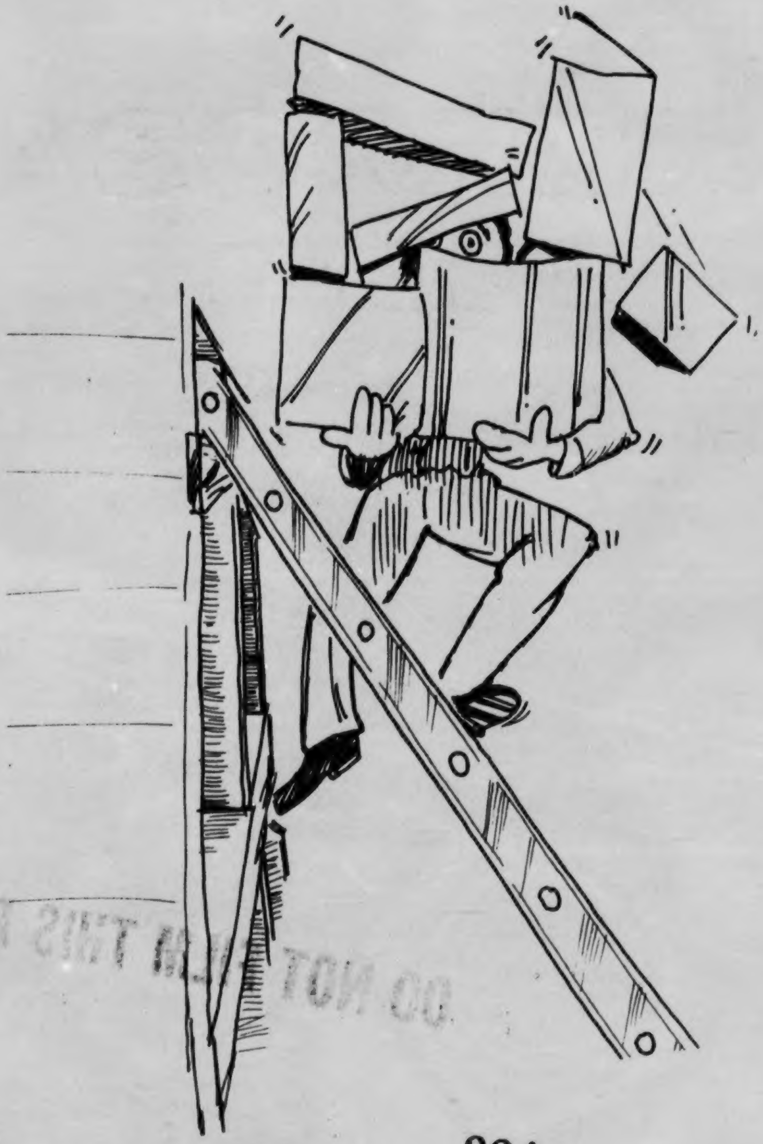
POISONS

FIREARMS

TM-9

CARRYING MATERIALS

NEVER CARRY MATERIALS UP AND DOWN LADDERS HAND BOXES TO PERSON ON FLOOR



UNIT III

SAFETY

ASSIGNMENT SHEET 4--CAUSES OF ACCIDENTS

Safety engineers have identified five major causes of most work-related accidents. They are:

- Inadequate knowledge,
- Insufficient skill,
- Environmental hazards,
- Improper habits and attitudes,
- Unsafe behavior.

A. Determine the major cause of each of the following accidents:

1. Fred Cox has been a wood turner for 12 years, and during that time he has never had a serious accident. He really pokes fun at the new workers with their stupid-looking goggles, aprons, and sleeves neatly rolled up. It's plain as day to Fred that folks aren't as tough as they used to be.

   Then one day as Fred is carefully turning out a fancy design, his turning tool catches a knot in the wood and the wood seems to explode. It is now a year from the accident and Fred must still wear a black patch over his injured left eye.

   What do you think was the main cause of Fred's accident? ______
   ____

   What may have been other causes? ______________________
   ____
   ____
   ____

2. Joan worked several years mixing a compound of asbestos and fiber which was used in a big steam plant to filter oil droplets out of the water. It was a great job and Joan and the employer had a tremendous working relationship. It was ten years to the day when Joan first went to the doctor complaining of shortness of breath. After the tests came back, it was determined that Joan had lung cancer caused by breathing too much asbestos over too long a period of time.

   What was the main cause of Joan's illness? ________________
   ____

   What may have been other causes? ______________________
   ____
   ____
   ____

B. Write two paragraphs about an accident you have seen. In the first paragraph tell what happened. In the second, tell what you think could have been done to keep it from happening.

UNIT III

SAFETY

ASSIGNMENT SHEET 5--ACCIDENTS IN THE HOME

A. There are four leading causes of accidents in the home. List them below:

1. ____________________ 3. ____________________

2. ____________________ 4. ____________________

B. What are three other causes of accidents in the home?

1. ____

2. ____

3. ____

C. Have you ever had an accident in the home? What was it? How could it have been prevented?

Finish the following sentences:

The home accident I was involved in was ____________________
____
____

It probably could have been prevented by ____________________
____
____

UNIT III

SAFETY

ASSIGNMENT SHEET 6--DRAW A SAFETY POSTER

Directions: Using one or more of the ideas below, draw a safety poster. Use cutouts from magazines or newspapers to help explain the situation. Use poster board or a full sheet of paper. List your ideas for design under the topic you select.

A. Show a typical accident.

B. Design a safety slogan.

C. Show how to prevent an accident.

D. Show causes of common accidents.

UNIT III

SAFETY

TEST--PART 4

1. Identify the major problem areas that cause accidents at work by circling the phrase that best completes the statement.

    a. "What you don't know can kill you!" refers to

        (1) Inadequate knowledge

        (2) Insufficient skill

        (3) Environmental hazards

        (4) Improper habits and attitudes

    b. Noise, improper lighting, temperature and humidity are examples of:

        (1) Inadequate knowledge

        (2) Insufficient skill

        (3) Environmental hazards

        (4) Improper habits and attitudes

    c. If the worker does not yet have enough experience to realize the danger involved, it means he/she has:

        (1) Inadequate knowledge

        (2) Insufficient skill

        (3) Environmental hazards

        (4) Improper habits and attitudes

    d. Employers are placing more and more emphasis on minimizing the dangers from equipment and materials. This means employers are concerned with:

        (1) Inadequate knowledge

        (2) Insufficient skill

        (3) Environmental hazards

        (4) Improper habits and attitudes

e. Talking while working or "horseplay" is an example of:

(1) Inadequate knowledge

(2) Insufficient skill

(3) Environmental hazards

(4) Improper habits and attitudes

2. Point out the major causes of accidents in the home by placing a "✓" in the blank on the left.

____a. Careless handling of firearms.
____b. Good housekeeping.
____c. Leaving poisons where small children can get them.
____d. Slick surfaces.
____e. Proper use of ladders.
____f. Electricity not used properly.
____g. Adequate lighting.
____h. Carrying heavy loads.
____i. Steps
____j. People in too much of a hurry.

3. Fill in the blanks with the word or words which best completes the statements below.

Potential hazard
Safety rules
Education

Happen
Caused

a. Be aware of _________ _________ which are designed to protect you.

b. _____________ is the cornerstone of accident prevention.

c. Develop the habit of watching for situations which might be a _______________ __________________.

d. Accidents do not _____________, they are ____________, and you can prevent them.

UNIT III

SAFETY

INFORMATION SHEET 5--GENERAL SAFETY

I. Safety and the motor vehicle

A. Motor vehicles are the greatest accidental killers

1. Speed is the leading factor in deaths.

2. Drinking is reported to be a factor in at least half the fatal accidents.

B. Factors which contribute to the safe operation of a motor vehicle.

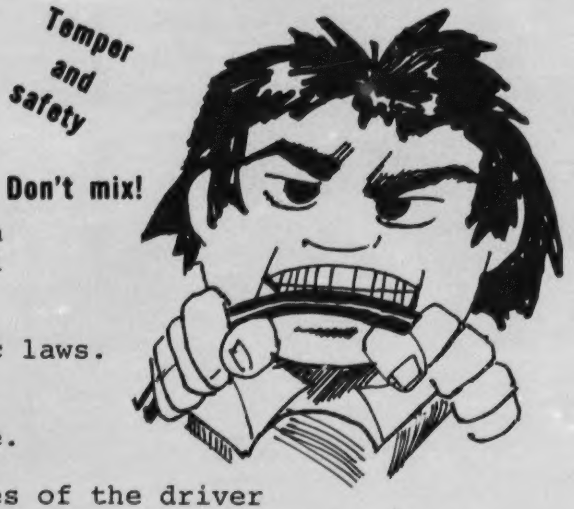
1. The safe driver

a. Uses skill and perception when handling a car.

b. Drives only when in good physical condition.

c. Respects traffic laws.

d. Has a positive driving attitude.



2. Physical capabilities of the driver

a. Reaction time (the time it takes you to transfer a message from your brain to your arm or leg) may be slowed due to physical condition of the driver.

EXAMPLES: Fatigue and the use of alcohol and drugs alters reaction time.

b. The visual accuracy of the driver is a factor.

EXAMPLES: Color blindness, depth perception, and night vision.

3. The vehicle

a. Regular preventive maintenance helps eliminate mechanical problems that may lead to accidents.

b. Knowledge of the vehicle's capabilities is important.

EXAMPLE: Stopping distance required at different speeds.

c. Use of safety equipment reduces possible serious injuries.

4. Conditions

a. Use of care when bad weather conditions are present.

b. Taking precautions when driving in heavy traffic.

c. Watching for changes in road conditions due to construction or road damage.

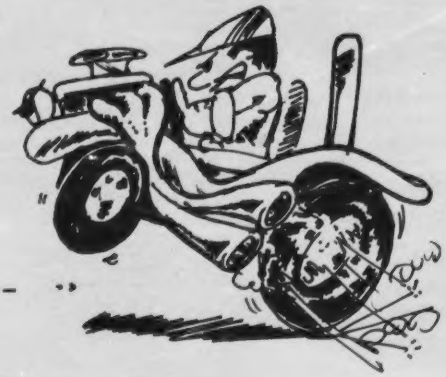
d. Adjusting driving habits according to the time of day or night and the field of vision.

C. Problem drivers

1. Egotists--disregard rights of others;only important person on road is self.

2. Show-offs--give child-like performance to impress onlookers, taking dangerous chances.

3. Emotionally uncontrollable--has not gained control of emotions, takes too many chances.



4. Drinkers and drug users--have slowed reflexes, distorted perception, unorganized thinking.

II. Safety and fires

A. Three factors must be present for a fire to occur - fire triange theory.

1. Oxygen must be present.

2. Some substance that will burn (the fuel supply).

3. An ignition point (enough heat to cause the fire to start).

B. Removal of any one factor will extinguish (put out) the fire.

C. Class of fires

1. Class A --Ordinary combustible materials.

EXAMPLES: Wood, paper, cloth

2. Class B --Flammable liquids.

EXAMPLES: Gasoline, paint thinner, varnish, grease

3. Class C-- Electrical equipment involvement.

   EXAMPLES: Motors, generators, switch panels, general wiring

4. Class D -- Combustible elements such as phospherous.

D. Types of extinguishing agents used for control.

1. For Class A fires--Cool to a lower temperature.
   - a. Water or soda acid
   - b. Foam
   - c. Some types of dry chemicals

2. For Class B fires--Smothering is necessary to cut off the oxygen supply.
   - a. Carbon dioxide, foam or dry chemical
   - b. DO NOT use water or soda acid -- it will SPREAD the fire

3. For Class C fires--a non-conducting type of agent is required.
   - a. Do not use water, soda acid, or foam -- they conduct electricity
   - b. Carbon dioxide or dry chemical have smothering affects and do not conduct electricity.

4. For Class D fires--there is no set of agents.
   - a. When a material in this classification is going to be used, the specific extinguishing agent should be determined before use begins.
   - b. Care should be taken at all times to prevent combustion.

E. General rules for fire safety

1. Practice fire prevention.
2. Be serious during fire drills because these may save your life.
3. Know the location of the fire alarm and extinguishers.
4. Know the types of fire extinguishers and how to use them.

   WARNING: Using the wrong type of fire extinguisher is dangerous!

5. If a fire starts, find out what material is burning and report the fire immediately.

F. Prevention of fires

1. Remove and dispose of fuel sources such as rags, papers, and flammable liquids.

2. Make sure there is good circulation of air when use of flammable liquids is necessary.

3. Control ignition sources

    a. Keep wiring, switches, and electrical cords repaired or replaced.

    b. Do not store flammable materials near heat sources.

4. Monitor oxygen sources.

5. Smoke only in designated areas.

G. Evaluation plan

1. Close all windows and doors as you leave the building.

2. Make sure all people are out of the building as you leave.

3. Leave the building quickly, but in an orderly manner.

    (NOTE: Do not run or shove).

4. Know the best route to take when leaving the building, but also know alternate routes.

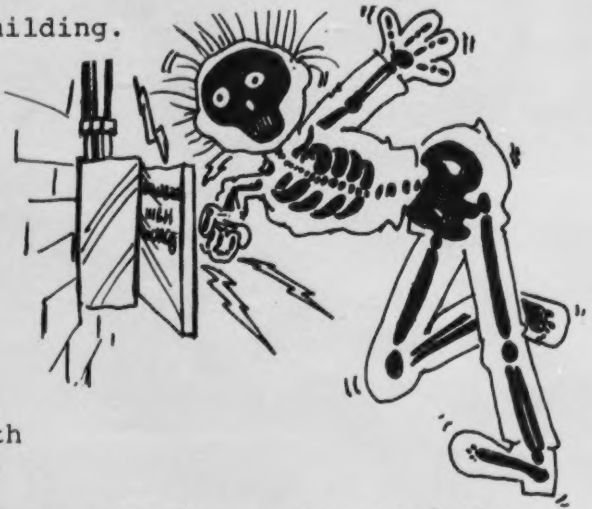
5. Move away from the building.

III. Safety and electricity

A. Always check electrical wiring and outlets for signs of wear and repair or replace them.

B. Use only the number of appliances that an electrical circuit can carry safely.

C. Use care when working with any electrical equipment.



1. Work only in a dry area -- remember, water conducts electricity.

2. Turn off electrical current at main switch.

3. Never try to put out an electrical fire with water.

4. Do not touch any thing that a live wire is touching.

   (NOTE: "LIVE" means that the electricity is active).

5. Be sure each electrical outlet is grounded before plugging in a cord.

6. Unplug equipment before cleaning.

7. Report all defective equipment.

8. Use all safety devices on equipment.

IV. Lifting and handling materials

A. Get help or use a lifting device for heavy materials.

CAUTION: Back and abdominal injuries occur with incorrect handling.

B. Check your footing before lifting.

1. Feet should be placed firmly, not more than 12 inches apart.

2. Have the weight of the body directly over the soles of the feet.

3. Keep arms and back straight.

4. Bend at the knees and lift with the legs, not the back.

C. Long objects should be carried with the front end down.

(NOTE: The preferred practice is to have a person on each end).

D. Stack materials so there is no danger of slipping or falling during storage or removal.

(NOTE: Stack heavy items on lower shelves).

E. Wear gloves when handling sharp or rough material.

F. Use a strong, well-braced ladder when removing items from high shelves.

(NOTE: Hand supplies down to another person).

G. Never store items in front of fire-fighting equipment.

H. Keep aisles clear of obstructions.

V. General safety rules

A. Wear appropriate clothing

1. Do not wear ragged sleeves, neckties, or loose fitting clothing.

2. Roll your shirt sleeves above your elbows.

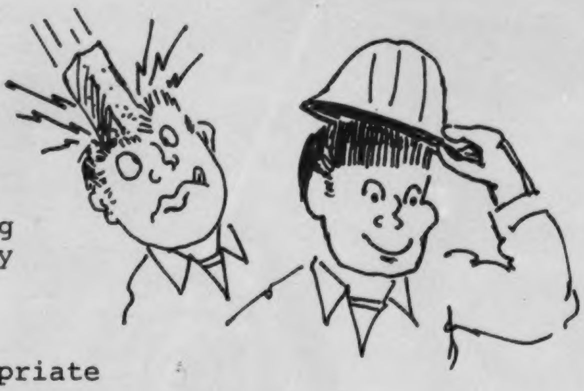
3. Wear gloves when working with rough materials or sharp edges.

4. Wear a hard hat or cap if needed.

5. Wear safety goggles as needed.

6. Wear a dust mask or respirator when working in dusty areas or spray painting areas.

7. Wear shoes with good support that are appropriate for the job.



EXAMPLES: Shoes with rubber heels to prevent slipping; safety-toed shoes for protection against sharp or heavy objects.

8. Don't wear jewelry when working with machines.

B. Confine long hair to keep it away from moving parts.

C. Keep your work station and equipment clean.

D. Report to your supervisor any machines or tools that do not function properly or show need of maintenance.

E. Be alert in making others aware of safety hazards and improper procedures.

F. Wipe up spilled liquids immediately to prevent falls.

G. Keep cabinet doors and drawers closed.

H. Operate tools and machines only after you fully understand them and have been instructed to do so.

I. Follow all instructions and rules.

J. Wear all required safety equipment.

K. Always be able to see where you are going.

L. Keep floors dry and free of grease.

VI. Safety and tools

A. Always focus your full attention on the work.

B. Use the right tool for the right job.

C. Learn how to use the tool properly.

D. Keep tools in their best condition.

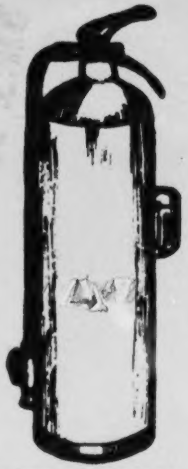
E. Keep each tool in its place.

F. Carry sharp-pointed tools with the cutting edge or point down.

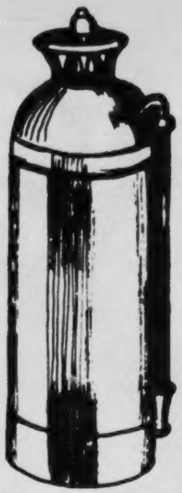
G. Make sure guards are in place and function properly.

H. Report any breakage or malfunctions to your instructor.

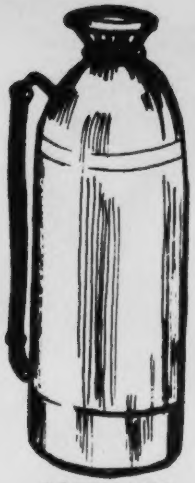
TYPES OF FIRE EXTINGUISHERS



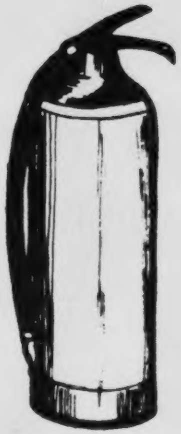
DRY CHEMICAL



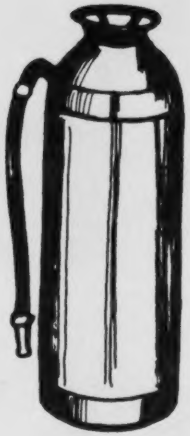
GAS CARTRIDGE



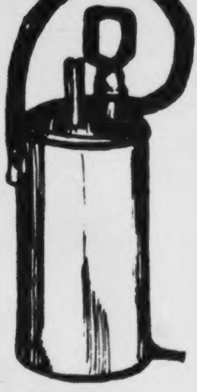
SODA ACID



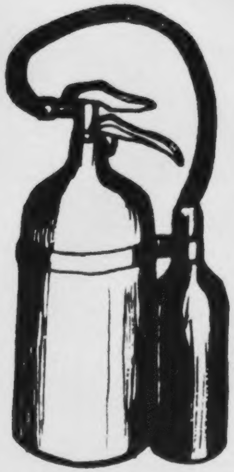
PRESSURIZED WATER



FOAM

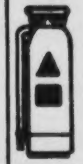
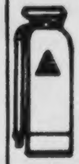
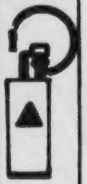
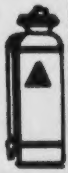
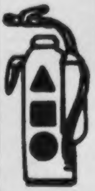
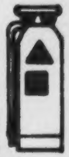
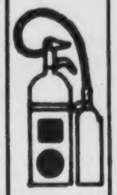
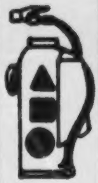
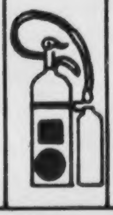
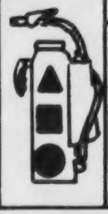


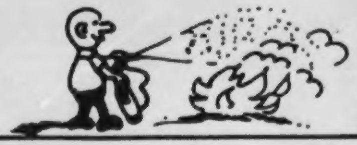
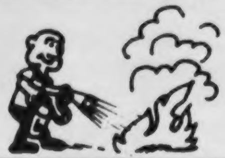
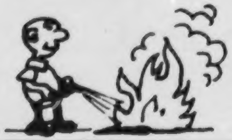
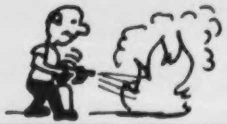
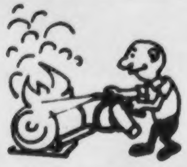
PUMP TANK



CARBON DIOXIDE

KNOW YOUR FIRE EXTINGUISHER

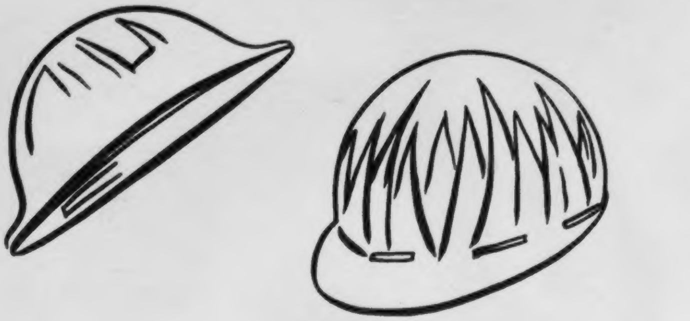
DECIDE THE CLASS OF FIRE YOU ARE FIGHTING		TYPE OF EXTINGUISHER					
		FOAM	CARBON DIOXIDE	WATER	PUMP TANK	GAS CARTRIDGE	DRY CHEMICAL
A	WOOD PAPER CLOTH ETC.						
B	GASOLINE PAINTS OILS						
C	MOTORS SWITCHES						

HOW TO OPERATE	
	**FOAM:** Don't spray the stream into the Burning Liquid. Allow Foam to Fall Lightly on Fire
	**CARBON DIOXIDE:** Direct Discharge as Close to Fire as Possible. First at Edge of Flames and Gradually Forward and Up
	**SODA-ACID, GAS CARTRIDGE:** Direct Stream at Base of Flames
	**PUMP TANK:** Place Foot on Footrest and direct Stream at Base of Flames
	**DRY CHEMICAL:** Direct at Base of Flames. Inthe Case of Class A Fires, Follow up Up by Directing the Dry Chemicals at Remaining Flames

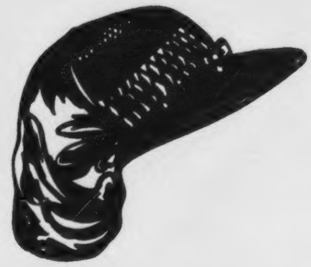
TM-12

77

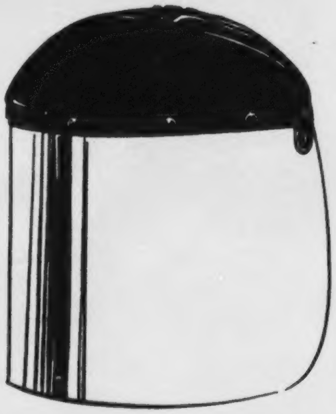
HEAD PROTECTION



1. **HARD HAT AND HARD CAP**

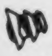


2. **CAPS, TURBANS AND NETS**

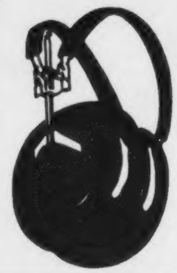


3. **FACE SHIELDS**

4. **PROTECTION OF HEARING**

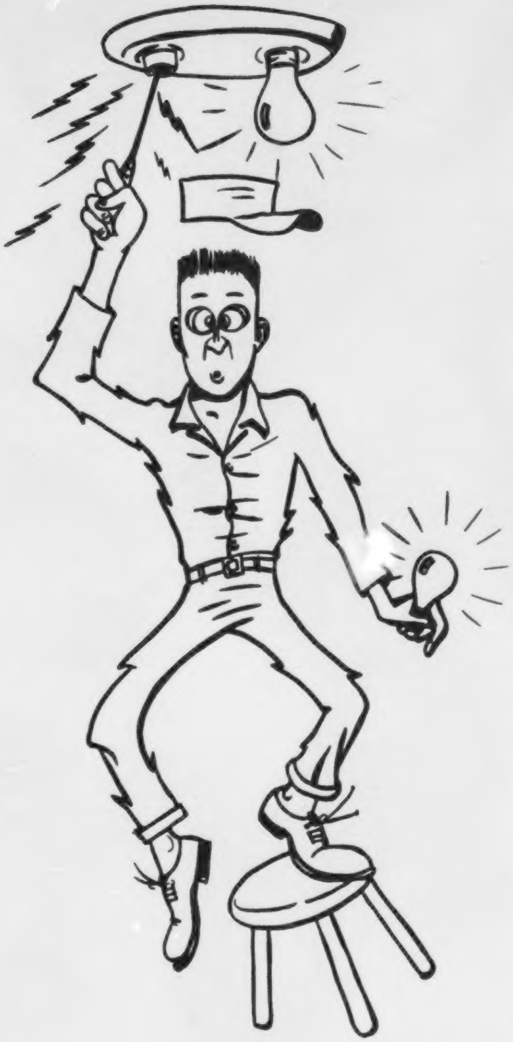


Ear plug



Ear cushions

LOW VOLTAGE CAN BE HAZARDOUS



Few persons

realize that

LOW VOLTAGES

Cause Injuries

Cause Death

So you should

know..........

ELEMENTS
OF
SHOCK

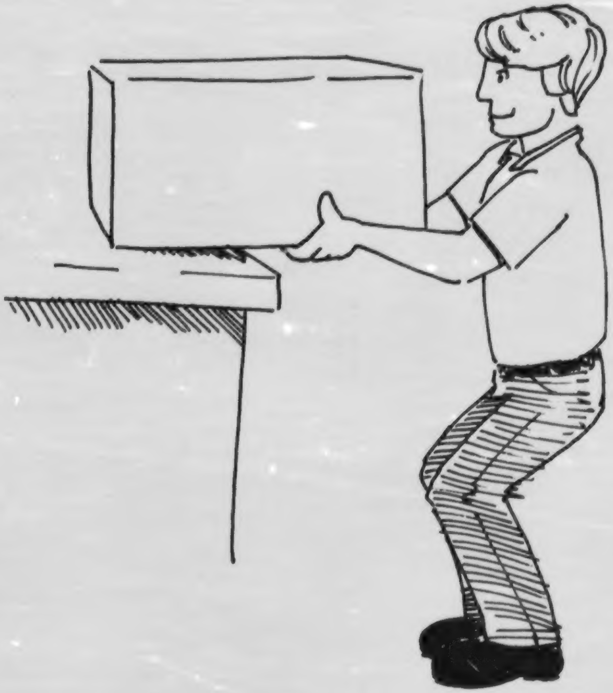
PROPER METHOD FOR MOVING MATERIAL AT ARMS' LEVEL

A. Test weight of item

B. Lift side of material toward you

C. Slide to edge of support

D. Let legs support the weight

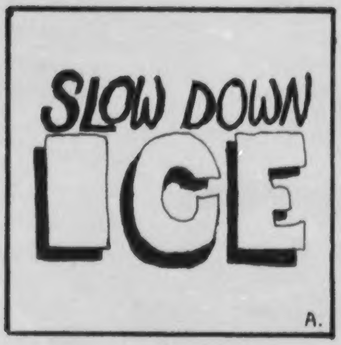


UNIT III

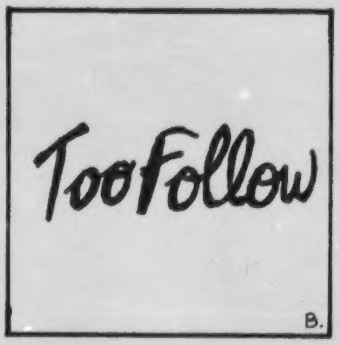
SAFETY

ASSIGNMENT SHEET 7--DON'T BE A SAFETY SQUARE

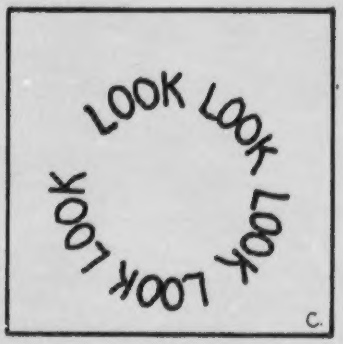
Directions: Each square contains some words of advice for safe drivers--some things they should do and some they shouldn't do. Can you figure out the messages from the puzzling positions of the words and letters? To get you started the answer to the first square is slow down on ice.


SLOW DOWN
ICE

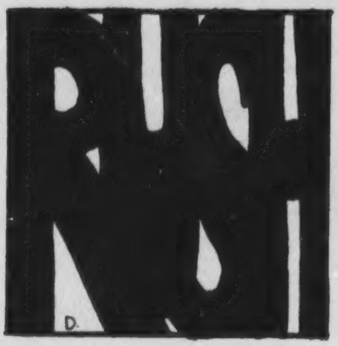
A.



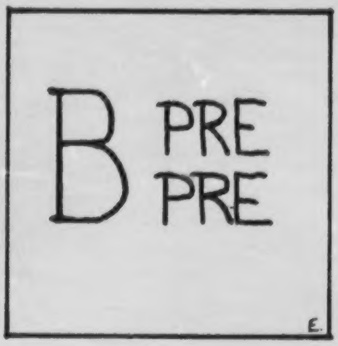
B.


LOOK LOOK LOOK LOOK

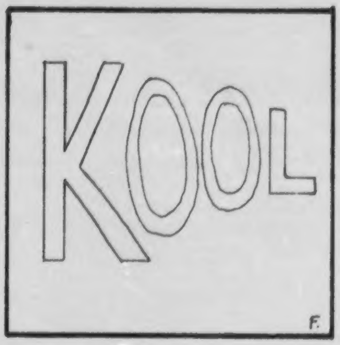
C.



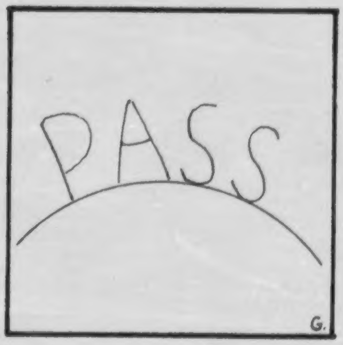
D.



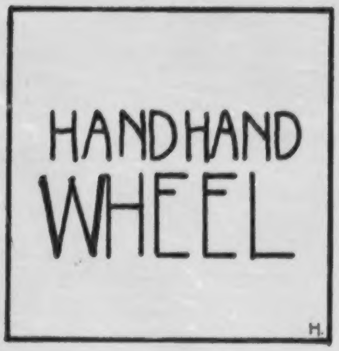
E.



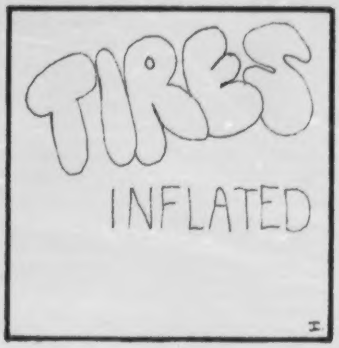
F.



G.


HANDHAND
WHEEL

H.


TIRES
INFLATED

I.

UNIT III

SAFETY

ASSIGNMENT SHEET 8--BUILDING EVACUATION

Directions: Draw a sketch of your classroom and building. Include details such as hallways, doors, windows, stairways, fire escapes and other important features. Use a dark pen to draw the building, and a red pen to draw the dotted lines and arrows showing the best paths to take when leaving the building during a fire. Write any notes on the drawing that you feel might tell a person what to do or expect during a fire.

UNIT III

SAFETY

ASSIGNMENT SHEET 9--SAFETY RULES ON THE WORK STATION

Directions: List below the safety rules that you are expected to follow at your training station.

UNIT III

SAFETY

ASSIGNMENT SHEET 10--EXPLAINING SAFETY RULES

Directions: Select one of the activities listed below and complete it in class.

A. Select one of the safety rules listed on the information sheet and draw a poster to illustrate it. You may use character drawings, cutouts or other materials to present the situation.

B. Select five safety rules from different areas of safety. Write a paragraph on the importance of each rule. Each paragraph should have a minimum of four sentences. Base the paragraphs on class discussions, reference books, or your own ideas.

UNIT III

SAFETY

ASSIGNMENT SHEET 11--SAFETY RULE APPLICATION

Directions: Answer the following questions briefly but thoroughly.

A. What kind of clothing should be worn on the job?

B. How would you lift a heavy object?

C. What are the three factors that must be present for a fire to occur?

D. How can fires be prevented?

UNIT III

SAFETY

TEST--PART 5

1. Place a "✓" by those statements that are correct concerning the safe use of a motor vehicle.

____a. The safe driver drives only when in good physical condition.

____b. Reaction time may be increased by the physical condition of the driver.

____c. Speed is the leading factor in deaths.

____d. Regular preventive maintenance helps eliminate mechanical problems that may lead to accidents.

____e. Driving habits should be adjusted according to the time of day or night and the field of vision.

____f. An egotist gives a child-like performance to impress others by taking dangerous chances.

____g. Drinkers and drug users have slowed reflexes, distorted perception, and unorganized thinking.

____h. Drinking is reported to be a factor in at least 20% of fatal accidents.

2a. List the three factors that must be present for a fire to occur.

(1)

(2)

(3)

2b. Match the class of fires with the definition of each.

(a) Class A

(b) Class B

(c) Class C

(d) Class D

____(1) Flammable liquids

____(2) Combustible elements

____(3) Electrical equipment

____(4) Ordinary combustible materials.

2c. Answer TRUE or FALSE to the following statements concerning safety and fires.

_____(1) Two factors must be present for a fire to occur.

_____(2) The three classes of fire are A, B, and C.

_____(3) Water is necessary to cut off an oxygen supply.

_____(4) Do not use water, soda acid, or foam on Class C fires.

_____(5) Use oxygen to extinguish electrical fires.

_____(6) Prevention is the best method.

_____(7) Never try to put out an electrical fire with water.

_____(8) Run as fast as you can to get out of the building in case of a fire.

3. Select the correct safety rules for using electricity by circling the letter of each correct statement.

   a. Work only in a dry area.

   b. Turn off electrical current at the nearest light switch.

   c. Do not touch anything that a live wire is touching.

   d. Turn equipment off before cleaning.

   e. Report all defective equipment.

   f. Use all safety devices on equipment.

4. Explain the procedure to use when lifting heavy objects.

   a.

   b.

   c.

   d.

5. Write YES or NO in the blank next to the statements below concerning the safe use of tools.

_____a. Carry sharp-pointed tools with the cutting edge or point up.

_____b. Keep each tool in its proper place.

_____c. Use the right tool for the right job.

_____d. Try to fix all broken tools yourself.

_____e. Learn how to use tools correctly.

UNIT III

SAFETY

INFORMATION SHEET 6--EMERGENCY FIRST AID

I. General directions for giving first aid.

  A. Keep the injured lying down.

  B. Do not give liquids to an unconscious person.

  C. Control bleeding by pressing on the wound.

  D. Restart breathing with mouth-to-mouth artificial respiration.

  E. Dilute swallowed poisons.

  F. Keep broken bones from moving.

  G. Cover burns with thick layers of cloth.

  H. Keep heart attack cases quiet.

  I. To prevent fainting, keep head lower than heart.

  J. Cover eye injuries with a sterile pad.

  K. Always call a doctor.

    1. Give the location of the injured person.

    2. Information about the injury.

    3. What first aid is being given.

II. Cardiopulmonary resuscitation (CPR)

  A. Evaluate the need for resuscitation

    1. Cyanosis--Blue discoloration of skin due to lack of oxygen.

    2. Loss of consciousness.

    3. Not breathing.

  B. ABCs of CPR

    1. Airway open.

    2. Breathing established.

    3. Circulation established.

C. Method

1. Shake the victim and shout--"Are you OK?"

   (NOTE: This helps you decide if the heartbeat and breathing has completely stopped).

2. Call for medical help.

3. Tilt the head back to open the airway by placing your hand under the victim's neck.

4. Remove any visible obstructions in the mouth.

5. Check for breathing--look, listen, and feel for 5-10 seconds.

6. If no breathing, keep head tilted, nose pinched, and give four quick full breaths.

7. Check for a carotid pulse.

8. If no pulse, begin compression of the chest.

   (NOTE: Fifteen compressions to every 2 breaths for 1-person or five compressions to 1 breath for 2-person rescue).

9. Continue until help arrives or victim revives.

III. Treatment of serious wounds

A. Control bleeding

1. Use a clean cloth or hand to apply pressure directly on the wound.

2. Raise the body part above the level of the heart.

3. Apply pressure to a pressure point. (see Transparency 21--PRESSURE POINTS)

B. Protect from infection

1. Keep clean.

2. Cover or apply a clean bandage.

C. Treat for shock.

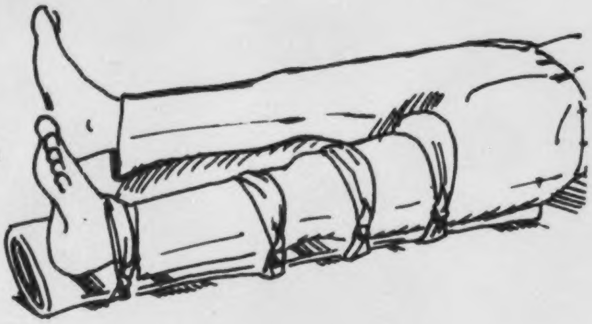
D. Get medical help.

IV. Treatment of bone and joint injuries

A. DO NOT MOVE a person who may have a neck or back injury.

B. Immobilize body parts when a broken bone is suspected.

(NOTE: Any supportive material such as a magazine or newspaper can be used if a splint is not available).



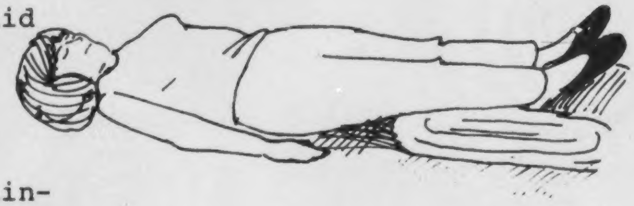
C. Get medical help.

V. Treatment of shock

A. Symptoms

1. Pale, moist skin.
2. Uneven or shallow breathing.
3. Weak or rapid pulse.

B. Prevention and first aid



1. Keep victim lying down (on back if possible).
2. Cover enough to maintain body heat.
3. Calm victim.
4. Get medical help.

VI. Treatment of a heart attack victim

A. Keep the victim lying down.

B. For shortness of breath, raise the head and chest with pillows.

C. Loosen tight clothing such as top buttons and neckties.

D. Provide ventilation.

E. Get medical help.

VII. Treatment for electric shock

A. DO NOT TOUCH victim still in contact with electricity.

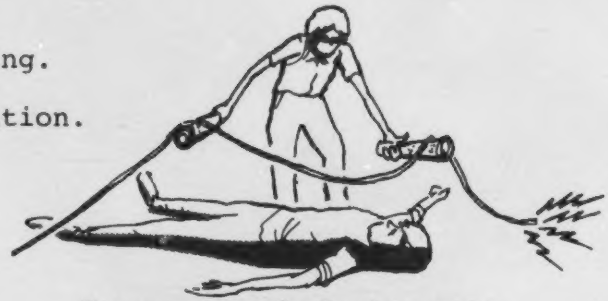
B. Shut off power.

C. Check victim for breathing.

D. Start artificial respiration.

E. Treat for burns.

F. Get medical help.



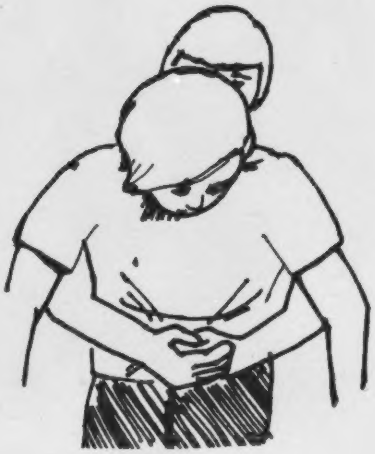
Use a non-conductor to remove the electrical source

VIII. Treatment for choking

A. Encourage coughing.

B. Use the Heimlich procedure to dislodge substance from trachea.

1. Stand behind victim.
2. Wrap arms about the victim's waist.
3. Make a fist with one hand.
4. Grasp the fist with the other hand.
5. Place the thumb side of the fist against the victim's abdomen, above the navel and below the rib cage.
6. Press the fist into the victim's abdomen with a quick upward thrust.
7. Repeat several times if necessary to dislodge obstruction.



C. Get medical help if necessary.

IX. Classification and treatment for burns

A. Classes of burns

1. First-degree burns--Redness or discoloration of skin.
2. Second-degree burns--Redness of skin and blisters.
3. Third-degree burns--Deep tissue destruction.

B. Treatment for burns caused by heat

1. First-degree burns--Immerse in or apply cold water.
2. Second-degree burns--Immerse in cold water and cover with a clean sterile dressing.

   (NOTE: Get medical help if the area is extensive.)
3. Third-degree burns--Cover with sterile dressing and get medical help immediately.

C. Treatment for burns caused by chemicals

1. Flush burned area with running water for at least five minutes.
2. Cover with sterile dressing.
3. Get medical help immediately.

D. Treatment for burns caused by radiation

EXAMPLES: Sunburn, radioactive materials, or x-rays.

(NOTE: Get medical help immediately).

X. Poisons

A. Treatment of poisons taken by mouth

1. Locate the poison.

   (NOTE: Take the container to the medical facility with you).
2. Get medical help immediately.

   (NOTE: Contact a physician or the nearest Poison Control Center).
3. Follow medical advice whether to induce vomiting or not.

B. Treatment for contact poisons

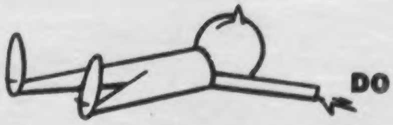
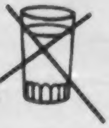
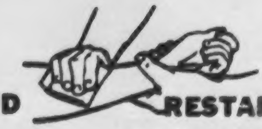
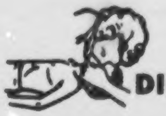
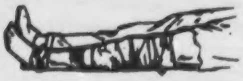
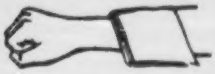
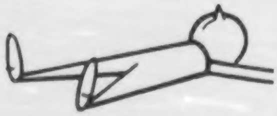
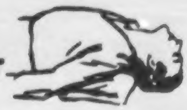
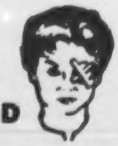
1. Commercial poisons
   a. Remove clothing, if contaminated.
   b. Flood with running water.
   c. Get medical assistance.
2. Poisonous plants
   a. Wash area with soap and water.
   b. Apply soothing lotion.

C. Treatment of inhaled poisons

1. Move victim to fresh air.
2. Begin cardiopulmonary resuscitation if necessary.
3. Get medical help.

from American National Red Cross

GENERAL FIRST AID DIRECTIONS

KEEP THE INJURED PERSON LYING DOWN  **DO NOT GIVE LIQUIDS TO THE UNCONSCIOUS**  **CONTROL BLEEDING BY PRESSING THE WOUND**  **RESTART BREATHING WITH MOUTH-TO-MOUTH ARTIFICIAL RESPIRATION**  **DILUTE SWALLOWED POISONS** **KEEP BROKEN BONES FROM MOVING**  **COVER BURNS WITH THICK LAYERS OF CLOTH**  **KEEP HEART-ATTACK CASES QUIET**  **FAINTING: KEEP HEAD LOWER THAN HEART**  **COVER EYE INJURIES WITH GAUZE PAD** 

ALWAYS CALL A DOCTOR

THE ABC'S OF CPR

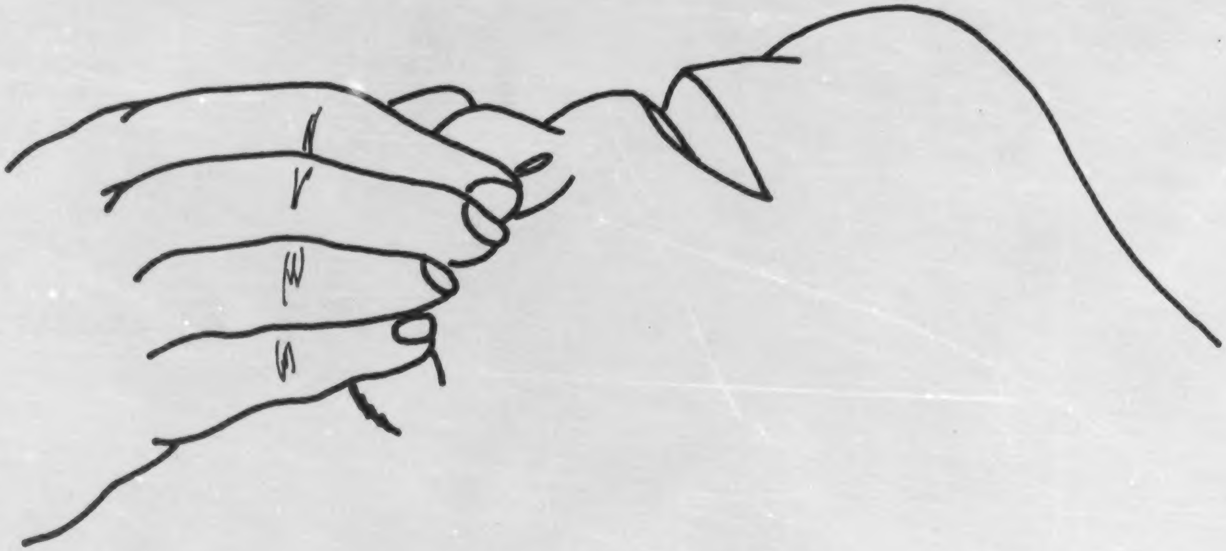
Ⓐ **Airway open**

Ⓑ **Breathing established**

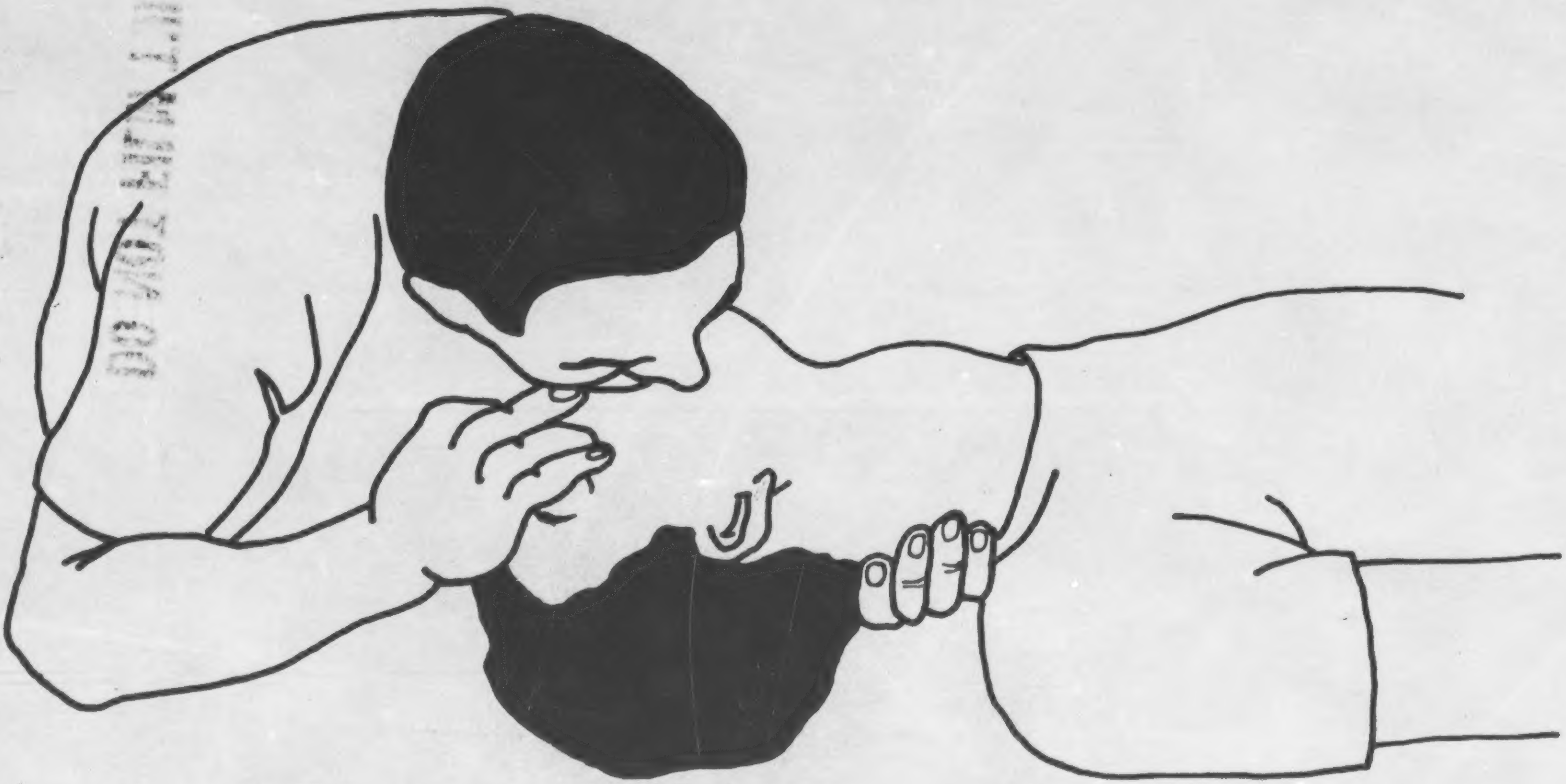
Ⓒ **Circulation established**

DO [illegible]

PINCHING THE NOSE

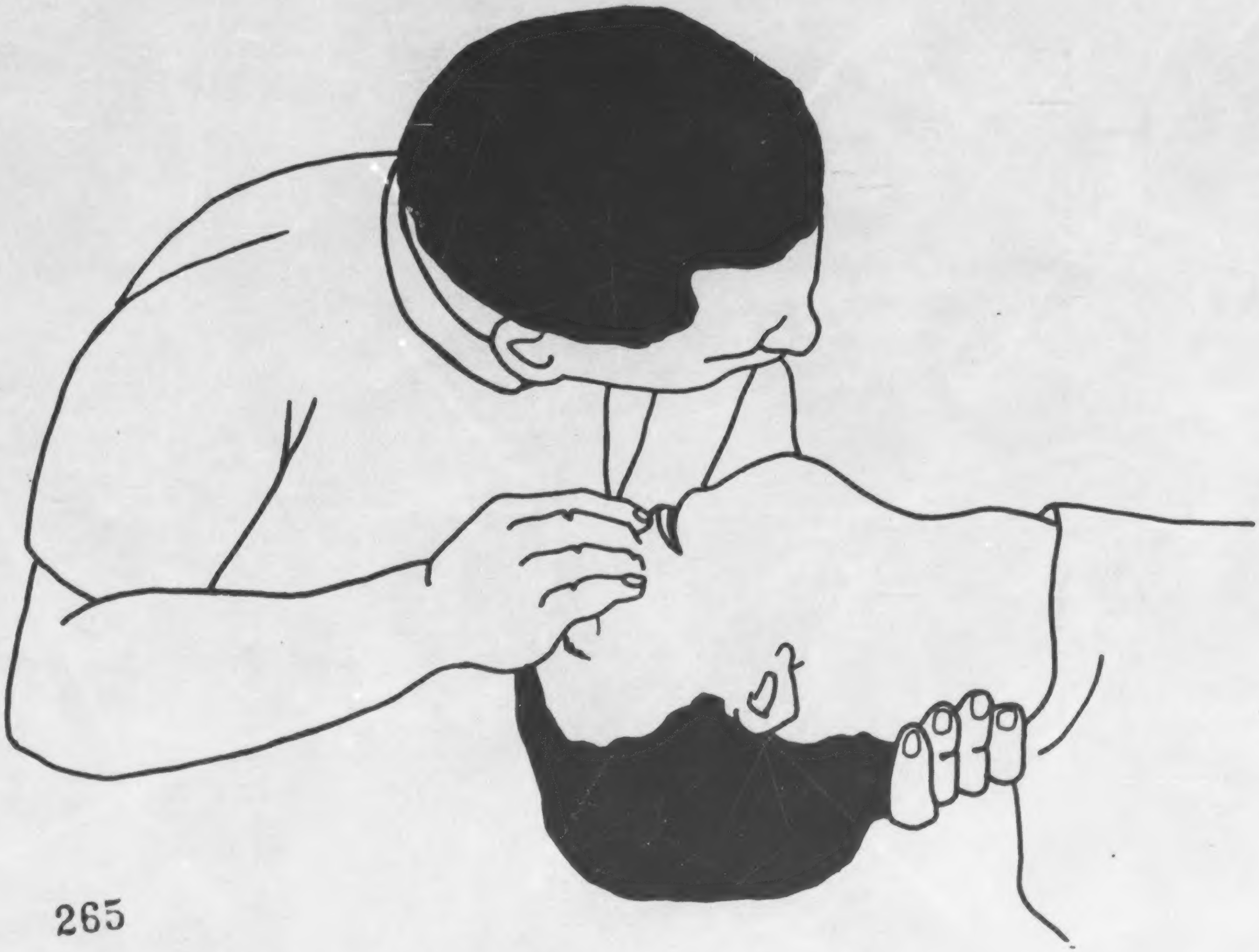


BREATHING INTO THE MOUTH



TM-19

LISTEN FOR RETURN OF AIR

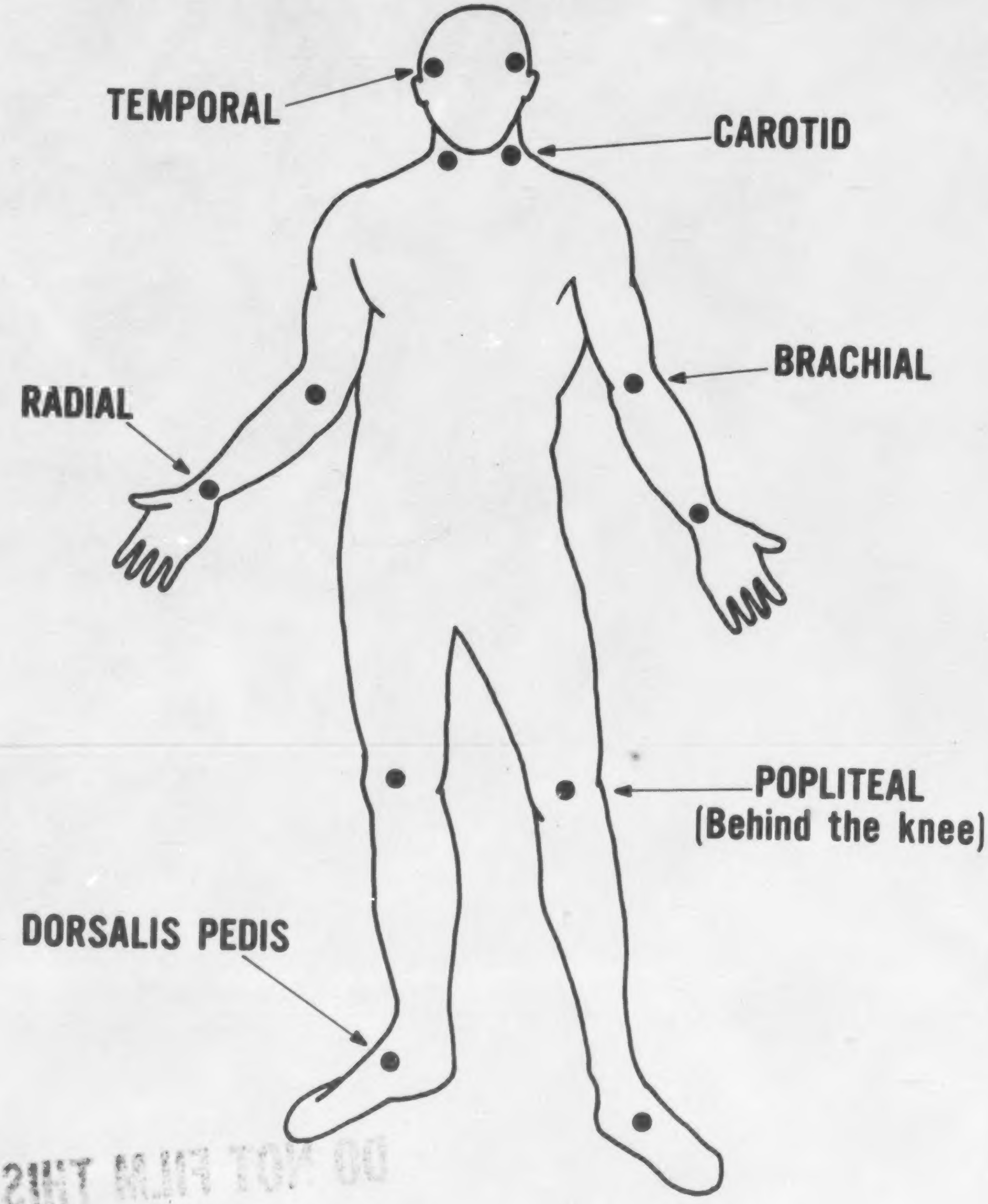


TM-20

265

266

PRESSURE POINTS

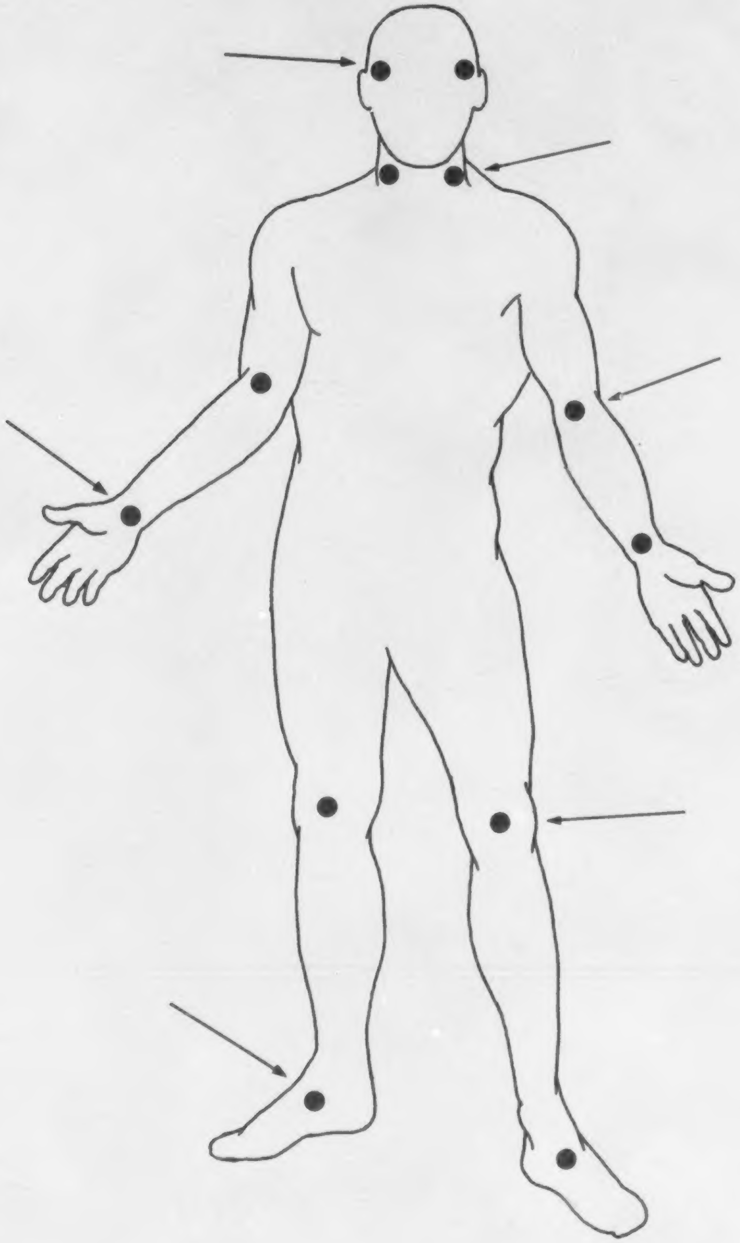

TEMPORAL
CAROTID
BRACHIAL
RADIAL
POPLITEAL
(Behind the knee)
DORSALIS PEDIS

UNIT III

SAFETY

ASSIGNMENT SHEET 12--CONTROL OF BLEEDING-PRESSURE POINTS

A. Label the pressure points on the following diagram.



B. Name pressure points to be used in control of bleeding of following areas:

a. Left forearm

b. Right upper arm

c. Lower left leg

d. Palm of right hand

e. Lower left jaw

f. Forehead

UNIT III

SAFETY

ASSIGNMENT SHEET 13--IDENTIFICATION AND TREATMENT OF BURNS

Directions: Complete the following chart.

Types of Burns	Description	First Aid Treatment
1st degree		
2nd degree		
3rd degree		

UNIT III

SAFETY

ASSIGNMENT SHEET 14--FIRST AID TREATMENTS

Directions: Fill in the blanks below to tell how you would treat the injury mentioned.

A. For general first aid:

Keep the injured person lying ____________(1). Don't give ___________(2) to an unconscious victim. To control bleeding, ___________(3) on the wound. To restart breathing, use mouth-to-mouth artificial ________________(4). Poisons should be _______________(5). Keep broken bones from ________________(6), and cover burns with layers of ______________(7). A heart attack victim should be kept _______________(8). Keeping the head lower than the ____________(9) can prevent fainting. Eye injuries should be covered with a _______________(10) pad. When calling a doctor, always give the _______________(11) of the injured person, information about the ______________(12), and what ______ _______(13) is being given.

B. Cardiopulmonary resuscitation:

The ABC's of cardiopulmonary resuscitation include keeping the ____________(1) open, establish __________(2) and ___________(3). To determine whether the victim needs CPR, ____________(4) the victim and shout--"Are you OK?". Check for breathing, _______(5), __________(6) and ____________(7) for 5-10 seconds. If no breathing, keep head tilted, nose pinched, and give ___________(8) quick full breaths. Check for a ___________(9) pulse. If no pulse, begin _____________(10) of the chest. Continue until ________(11) arrives or victim ___________(12).

C. To control bleeding:

Apply direct ____________(1) to the wound with a clean cloth or ____________(2), and elevate the injured part.

D. For shock:

Look for important symptoms, such as pale, __________(1) skin, uneven and ____________(2) breathing, and rapid or ___________(3) pulse. To treat shock, keep the victim lying ____________(4), cover to maintain body _____________(5), and get _____________ _____________(6) as soon as possible.

E. For heart attack:

Keep victim lying ___________(1), and raise head and __________(2) with pillows for shortness of breath. Provide __________(3), and get medical help.

F. For electric shock:

Do not touch victim in contact with ___________(1). First shut off _____________(2), then check for __________(3). Artificial _____________(4) will be needed for a longer period of time. When breathing begins, treat for _________(5) and get __________(6).

G. For choking:

If victim cannot cough, use the ___________ ___________(1) to try to dislodge object from the trachea. For the Heimlich Manuever, stand behind victim and wrap arms around the ________(2). Place a thumb against the victim's abdomen, slightly above the ____________(3) and below the _________ __________(4). Grasp your fist with your other hand and press into the victim's _________(5) with a quick ___________(6) thrust. Repeat several times if necessary.

H. For burns:

When there is just redness or discoloration of skin, the burn is a ________(1) degree burn and can be immersed in _______ _____(2). If blisters develop, the burn is a _________(3) class burn and is treated by immersing in cold water and cover with a clean, ____(4) dressing. In third degree burns, there is deep tissue _______(5).

I. For chemical burns:

____________(1) chemical completely away; cover with sterile ___________(2) and get ___________(3) aid.

UNIT III

SAFETY

TEST--PART 6

1. Place an "X" beside the following statements that give one of the general directions for giving first aid.

_____a. Give liquids to unconscious.

_____b. Keep heart attack cases quiet.

_____c. Cover eye injuries with a sterile pad.

_____d. Cover burns with thick layers of plastic.

_____e. Restart breathing with artificial respiration.

_____f. Call a doctor only if necessary.

_____g. To prevent fainting, keep feet lower than heart.

_____h. Keep injured victim lying down.

_____i. Apply pressure to broken bones.

_____j. Dilute swallowed poisons.

2. Fill in the blanks to make the following true statements concerning the ABC of CPR.

a. The first step is to clear the ____________ of any foreign matter.

b. The second step, the "B", means to establish _____________.

c. The final step, the "C", means to establish _______________ external cardiac compression or heart massage (CPR).

3. Answer TRUE or FALSE the following statements concerning steps for treating serious wounds.

_____a. To stop bleeding, apply direct pressure to the wound with a clean cloth or hands.

_____b. Do not raise the bleeding part.

_____c. To keep wounds from becoming infected, cover with a dry, clean dressing and bandage securely.

_____d. With serious wounds, do not treat for shock, but call for medical help.

4. Check "✓" the items in the left column that give a symptom of shock, and check the items in the right column that give a first aid procedure.

_____a. Rapid or weak pulse

_____b. Pale, and moist skin

_____c. Vomiting

_____d. Uneven or shallow breathing

_____e. Calm patient

_____f. Bandage securely

_____g. Keep victim lying down

_____h. Cover to maintain body heat

_____i. Keep head elevated

5. Determine which of the following are symptoms for first, second, or third degree burns. Place a "1" beside symptoms of first degree burns; a "2" beside symptoms of second degree burns; and a "3" beside symptoms of third degree burns.

_____a. Skin is destroyed, usually with deep tissue damage.

_____b. Blisters develop.

_____c. Skin is reddened.

6. Match the treatment listed in the left column with the type of burn the treatment would help listed in the right column.

_____a. Wash chemical completely away.

_____b. Cover with a sterile dressing and get medical treatment immediately.

_____c. Immerse in cold water.

_____d. Apply dry and sterile dressing and do not open blisters.

1. First degree burn
2. Second degree burn
3. Third degree burn
4. Chemical burn

7. List the steps used in the Heimlich Procedure for choking victims.

a.

b.

c.

d.

e.

f.

g.

UNIT IV

EMPLOYER-EMPLOYEE RELATIONSHIPS

UNIT OBJECTIVE

After completion of this unit, the students will be able to discuss the lines of authority in a formal organization and will be able to recognize characteristics that will promote success and advancement on the job through the development of a good employer-employee relationship. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Identify terms defining employer-employee relationships.
2. Identify special terms for worker qualifications.
3. List the characteristics that an employer looks for in an employee.
4. Identify the characteristics a worker looks for when choosing a company to work for.
5. Describe the lines of authority in a formal organization.
6. List ways to recognize and build good working relationships.

UNIT IV

EMPLOYER-EMPLOYEE RELATIONSHIPS

NOTES TO THE COORDINATOR

I. Objective sheet

   A. Discuss the unit objective with the student.

   B. Discuss each specific objective.

   C. Have the student complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to fully meet the needs of the unit and the student.

II. Information and assignment sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Have the student look up the terms in a dictionary or reference book for additional information.

      2. Have a spelling test over the words so the student can become more familiar with them.

   B. INFORMATION SHEET 2--YOU AND YOUR EMPLOYER

      1. Invite a guest speaker to visit the class to discuss employer expectations.

      2. Have the students make posters to place around the room with slogans or mottos a good employee should follow.

      3. Have the student make a large poster or mural that lists the qualities of a good company.

      4. Use ASSIGNMENT SHEET 1--SELECTING WORK CHARACTERISTICS to reinforce this area of information.

   C. INFORMATION SHEET 3--LINES OF AUTHORITY; THE FORMAL ORGANIZATION

      1. Use the following transparencies to promote class discussion concerning the formal organization.

         a. TRANSPARENCY 1--ORGANIZATION CHART

            (NOTE: Use with ASSIGNMENT SHEET 2)

         b. TRANSPARENCY 2--A BOSS IS . . .

         c. TRANSPARENCY 3--RECEIVING INSTRUCTIONS

    - d. TRANSPARENCY 4--YOUR BOSS ISN'T PERFECT
    - e. TRANSPARENCY 5--WHEN YOU ARE GIVEN CONFLICTING INSTRUCTIONS
    - f. TRANSPARENCY 6--IF YOU DON'T UNDERSTAND
  - 2. Use ASSIGNMENT SHEET 2--FORMAL LINES OF AUTHORITY to reinforce this area of information.
  - 3. Have the class organize a mock company.
    - a. Devise a simple goal for the company to achieve.
    - b. Have students draw for the positions they will fill within the company.
    - c. Have the students complete an organization chart for the positions.
    - d. During a class discussion, analyze the process.
  - 4. Have each student draw an organization chart for the training station where each works.

III. Answers to assignment sheets

- A. Some of the assignment sheets will vary according to training and should be graded individually.
- B. Some assignment sheets will not have specific answers but will depend on student participation.

IV. Unit test

- A. The test is divided into 3 parts.
  - 1. Each part covers one information sheet.
  - 2. Each part uses various methods of testing.
- B. Various approaches may be used in testing.
  - 1. Give each part of the test after the student has completed the information in one information area or sheet.
  - 2. Give the entire test upon completion of all the information and assignment sheets.
  - 3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.
- C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to unit test

  A. Answers are based on total information covered in the unit.

  B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

  A. Keeping The Job. Milliker Vocational Education Teaching Aid (MV0020).

  B. Eggland, Steven and John Williams. Human Relations in Business. Cincinnati, Ohio: South-Western Publishing Co., 1977.

UNIT IV

EMPLOYER-EMPLOYEE RELATIONSHIPS

ANSWERS TO ASSIGNMENT SHEETS

Assignment sheets 1-2

Evaluated to the satisfaction of the instructor.

UNIT IV

EMPLOYER-EMPLOYEE RELATIONSHIPS

ANSWERS TO UNIT TESTS

PART 1

1. a. 7
   b. 4
   c. 8
   d. 6
   e. 3
   f. 10
   g. 2
   h. 1
   i. 5
   j. 9
   k. 16
   l. 15
   m. 14
   n. 11
   o. 13
   p. 12

2. a. (2)
   b. (1)
   c. (3)

PART 2

1. a.
   b. ✓
   c. ✓
   d.
   e. ✓
   f. ✓
   g.
   h. ✓
   i. ✓
   j. ✓

2. a. ✓
   b. ✓
   c.
   d. ✓
   e. ✓
   f.
   g.
   h. ✓
   i. ✓
   j.

PART 3

1. a. False
   b. True
   c. True
   d. False
   e. False
   f. True
   g. True
   h. False
   i. True
   j. True

2. a. (2)
   b. (1)
   c. (2)
   d. (2)
   e. (4)

UNIT IV

EMPLOYER-EMPLOYEE RELATIONSHIPS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

A. Ambitious--Striving for advancement or a promotion.

B. Attitude--How a person thinks, acts, and feels about people and things.

C. Authority--The right to make decisions, to do necessary things, and to tell others to do things.

D. Conscientious--Taking care and time to do things right.

E. Criticism

  1. Constructive circticism--Explaining to employees that they are doing something wrong in a quiet, calm way that builds them up and helps them to do a better job.

  2. Destructive criticism--Explaining to employees that they are wrong in a way that hurts them and makes it hard for them to do a better job.

F. Dependability--Can be counted on to do what is expected all of the time.

G. Enthusiastic--With excitement and a positive feeling.

H. Initiative--Starting to do something on your own (if you know how and are supposed to) without having to be told to do so each time.

I. Loyalty--Being faithful or true to the spoken or unspoken agreements of a relationship.

J. Obligation--Something one must do because of an agreement by law, etc., such as work in return for salary.

K. Personnel--Persons employed in any work.

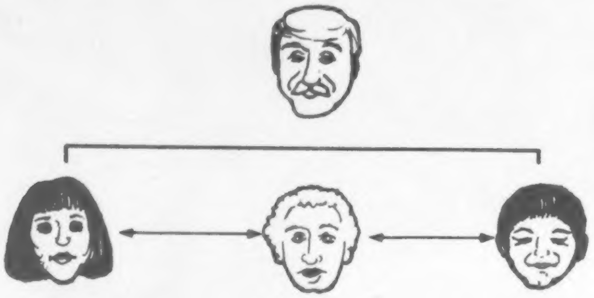
L. Productivity--In this case, the rate and amount of work being completed.

M. Relationship--A type of feeling that exists between two people who associate with each other.

(NOTE: A relationship grows, and it needs to be helped to develop. An individual can have several kinds of relationships.)

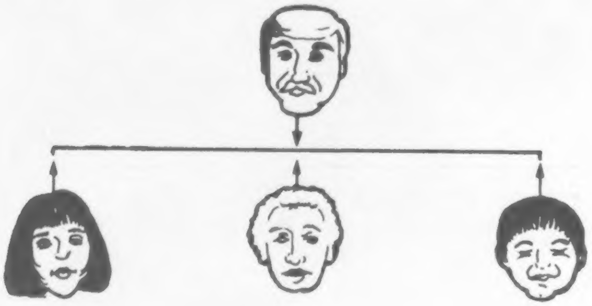
1. Horizontal relationship--The feeling that exists between fellow workers.

   EXAMPLE:



2. Vertical relationship--The feeling that exists between a worker and a supervisor.

   EXAMPLE



N. Reliability--Can be counted on to do what is supposed to be done, and do it well.

O. Responsibility--The obligation of workers to perform the duties they are assigned in a satisfactory manner.

P. Subordinate--One who is lower than another on an organization chart (may be given orders).

UNIT IV

EMPLOYER-EMPLOYEE RELATIONSHIPS

TEST--PART 1

1. Match the following terms and definitions or diagrams by placing the correct number in the blanks at the left:

_____a. Horizontal relationship

_____b. Authority

_____c. Loyalty

_____d. Constructive criticism

_____e. Vertical relationship

_____f. Enthusiastic

_____g. Reliability

_____h. Attitude

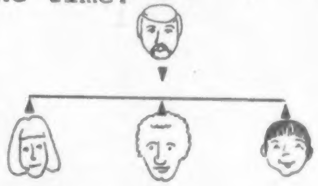
_____i. Responsibility

_____j. Obligation

1. How you think, act, and feel about people and things.

2. Can be counted on to do what is expected all of the time.

3.

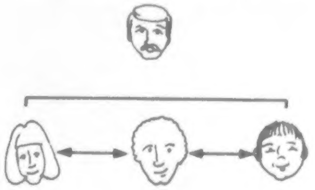


4. The right to make decisions, to do necessary things, and to tell others to do things.

5. The obligation of workers to perform the duties they are assigned satisfactorily.

6. Explaining in a helpful way when someone is doing something wrong.

7.



8. Being faithful or true to the agreements of a relationship.

9. Something one must do because of an agreement.

10. With excitement and a positive feeling.

_____k. Relationship

_____l. Productivity

_____m. Initiative

_____n. Dependability

_____o. Subordinate

_____p. Destructive Criticism

11. Can be counted on to do what is supposed to be done, and do it well.

12. Explaining to someone that they are wrong in a way that does not help them.

13. One who is lower than another on an organization chart.

14. Starting to do something without having to be told.

15. The rate and amount of work being completed.

16. A type of feeling that exists between two people who associate with each other.

2. Write in the correct word by each definition, using words from the following list:

(1) ability

(2) attitude

(3) energy

_______________a. Being willing to do the job.

_______________b. Knowing how to do the job.

_______________c. Being physically able to do the job.

UNIT IV

EMPLOYER-EMPLOYEE RELATIONSHIPS

INFORMATION SHEET 2--YOU AND YOUR EMPLOYER

I. Characteristics an employer hopes to find in you.

   A. A sincere and conscientious employee.

   B. A good worker who is willing to learn new ways and methods.

   C. An ambitious employee who is interested in the kind of work being done, is fitted for it, and is enthusiastic.

   D. An employee who believes in and practices "trade honesty".

      EXAMPLES: Starting work on time; returning from breaks and lunch on time; being productive while at work; not leaving work a few minutes early; not taking stamps, pens, paper, and tools for personal use; not stealing money and/or merchandise; not giving special favors or discounts to friends and relatives without the supervisor's approval; discouraging friends from being dishonest.

   E. An employee who is loyal to the company where employed.

      EXAMPLES: Keeping confidential matters such as price margins and cost codes to yourself; not participating in gossip and disputes; not criticizing the business to outsiders; being a good customer of your business's products and services where applicable.

      (NOTE: Discounts are sometimes available for employees. Your use and recommendation of the business's products and services is excellent promotion.)

   F. An employee who is ambitious and desires to advance to a more responsible position.

   G. An employee who tries to keep up with changing conditions in the occupational field.

   H. An employee who keeps physically fit and practices good health.

   I. An employee who is dependable, and is seldom late or absent.

      (NOTE: Excessive absences was the number one problem in businesses surveyed.)

J. An employee who accepts constructive criticism well.

(NOTE: It is impossible to do everything correctly all the time. Occasionally, everyone must accept criticism. Do not make excuses, but look the supervisor in the face and try not to look hurt, sulky, or mad. Learn from all supervisors, both the good ones and those less skilled.)

K. An employee who follows rules and regulations.

L. An employee who shows initiative.

EXAMPLE: Asks the supervisor for more responsibilities when all assigned duties are completed.

M. An employee who handles merchandise and supplies respectfully.

(NOTE: These represent an investment in the business. Soiled or wrinkled merchandise and careless use of supplies and equipment quickly cut into profits.)

N. An employee who pays careful attention to good grooming.

II. Characteristics you should hope to find in any employer.

A. An honest and reliable company.

B. A company that recognizes and appreciates a good worker.

C. A company where advancement is earned for ability; not favoritism or relationship.

D. A company that pays standard wages.

E. A company that makes it a business to be concerned about the personal difficulties and problems of its employees.

F. A company that believes in developing its personnel by teaching and helping every employee.

G. A company that encourages order and cleanliness.

H. A company that makes every effort to protect its workers against injury of any kind.

I. A company that regards every worker as "one of the family."

J. A company that provides generous help for illness and old age.

K. A company that provides for annual vacation and rest periods.

L. A company that provides regular and prompt payment for the work done.

M. A company that provides basic training for new job duties.

N. A company that gives a regular evaluation of one's work and progress.

UNIT IV

EMPLOYER-EMPLOYEE RELATIONSHIPS

ASSIGNMENT SHEET 1--SELECTING WORK CHARACTERISTICS

Directions: Study the factors listed below, all of which are thought to be important to job success. Place each factor in the pyramid in the order of importance to you. The factor you feel is least important should be placed at the bottom of the pyramid. Be sure to list all ten factors.

A. Work characteristics your employer seeks.

Willingness to assume responsibility

Loyalty

Reliability

Good human relations skills

Personal productivity

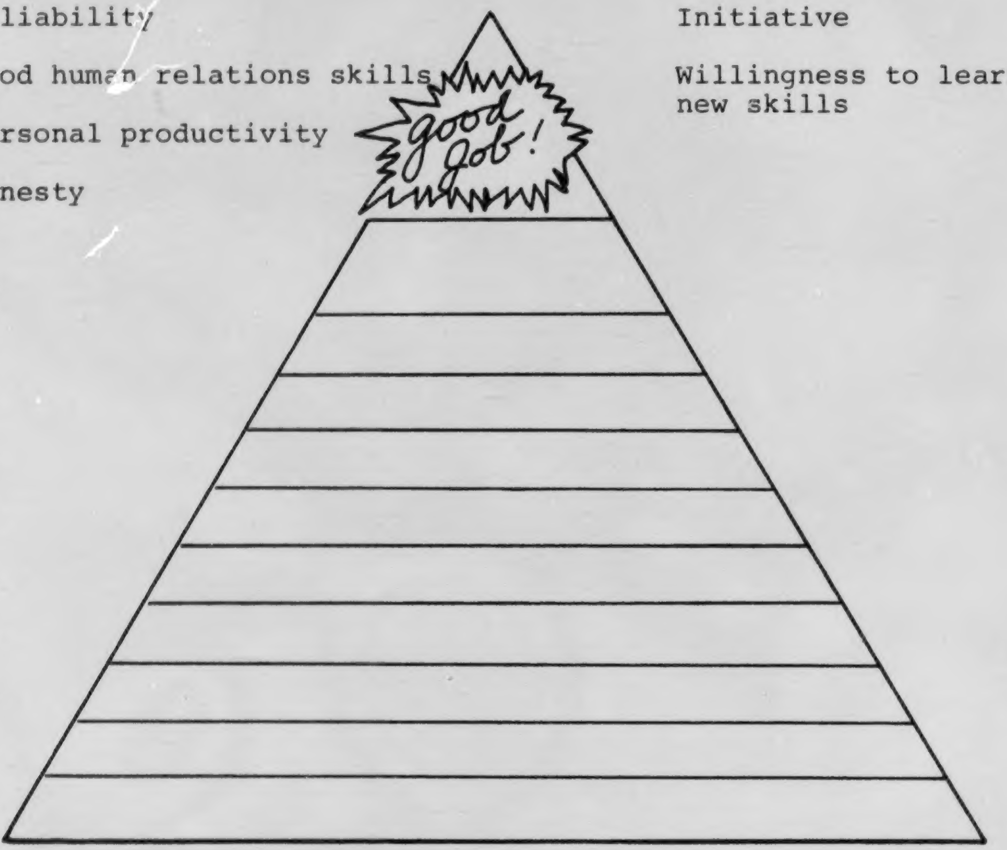
Honesty

Attitude

Ambition

Initiative

Willingness to learn new skills



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

B. Company characteristics an employee seeks.

Directions: This second list contains factors which you as an employee may look for when you go to work for a company. Follow the same procedure as before, and decide which of the characteristics can make your career more enjoyable and profitable.

A COMPANY:

that is reliable and honest.

that recognizes and appreciates a good worker.

that pays good standard, or better, wages.

whose supervisors are leaders, not drivers.

that encourages and helps its employees to learn.

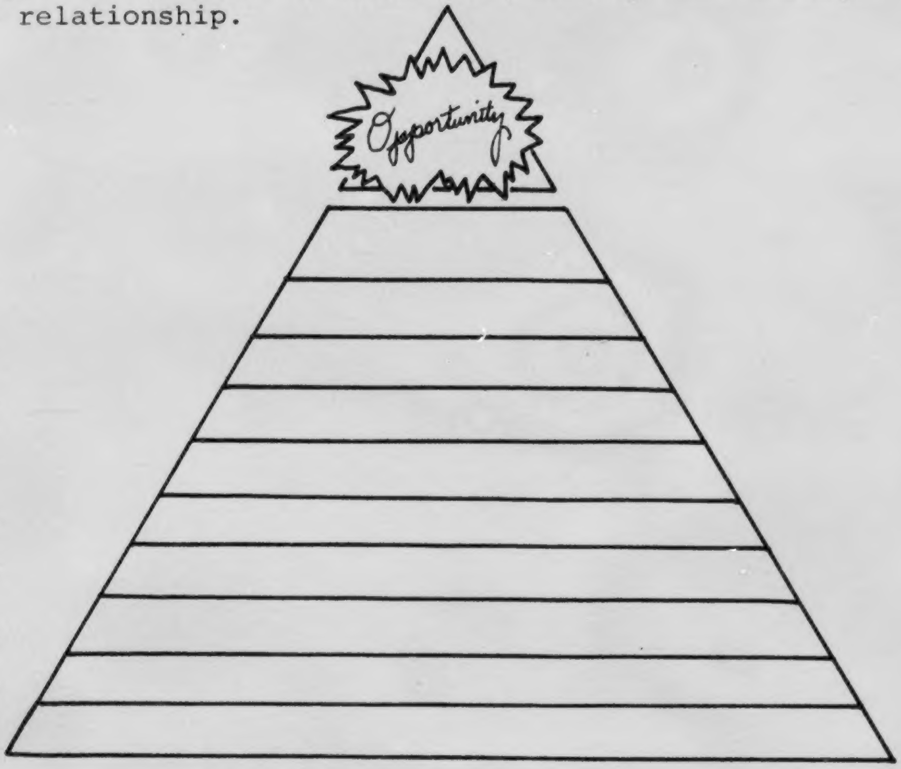
that protects each acceptable worker as if a "member of the family."

that provides retirement plan and for illness.

that provides for annual vacation and rest periods.

that makes every effort to safeguard workers against injury.

where advancement is earned for ability--not through favoritism or relationship.



1.
2.
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UNIT IV

EMPLOYER-EMPLOYEE RELATIONSHIPS

TEST--PART 2

1. Place a "√" beside each statement that describes a characteristic an employer looks for in a worker.

_____a. An employee who just wants money.

_____b. A sincere, conscientious worker.

_____c. A worker who comes to work on time.

_____d. A worker who gets mad if you correct him/her.

_____e. A neat, clean worker.

_____f. A worker who is seldom absent or ill.

_____g. A worker who makes personal calls during work.

_____h. A worker who goes to night school to improve a skill.

_____i. A worker who does not talk about his boss behind his back.

_____j. A worker who does not throw his tools around carelessly.

2. Place a "√" in front of each statement that describes a characteristic of a good company.

_____a. Always has paychecks ready on time.

_____b. Provides a clean, safe place to work.

_____c. Docks workers for coffee breaks.

_____d. Provides a good retirement and hospitalization plan.

_____e. Pays minimum wage or better.

_____f. Never lets employees know how they are doing.

_____g. Only promotes the boss's favorites.

_____h. Encourages workers to feel like "one of the family".

_____i. Is well thought of in the community.

_____j. Supports supervisors who bully the employees.

UNIT IV

EMPLOYER-EMPLOYEE RELATIONSHIPS

INFORMATION SHEET 3--LINES OF AUTHORITY: THE FORMAL ORGANIZATION

I. Comparison of the formal and informal organization.

  A. The formal organization

    1. The formal organizational structure is found on the organization chart.

    2. Job descriptions are well-defined and easy to identify.

    3. Lines of communication and authority are usually established between positions shown on the organization chart.

  B. The informal organization

    1. The informal organizational structure depends on the individuals who are involved; it forms as a result of personal relationships within the formal organization.

    2. The informal organization can increase or decrease the efficiency of the formal organization--work for or against it.

    3. Workers are given a sense of belonging and support.

    4. The informal organization develops customs or ways of doing things that help workers know how to behave or act.

    5. Workers are helped to learn more quickly just what they are supposed to do on the job.

II. The organization chart

  A. Information that comes from an organization chart.

    1. The formal relationship that exists between people who work together and form an organization.

    2. The parts of the organization and how they fit together.

       (NOTE: Understanding where they fit into the total organization gives workers a better awareness of their own positions; awareness of opportunities for future advancement; understanding the organization's chain of command.)

    3. Who the supervisors are, and which employees they are to supervise.

B. Information that organization charts do not show:

   1. How much authority or power a job holds.
   2. All the lines of communication.
   3. The informal organization.

III. Ways to recognize and build a good working relationship in the formal organization.

A. Characteristics of a good working relationship:

   1. There is free and open communication.
   2. The responsibility for creating and maintaining a good vertical relationship is that of the supervisor, mostly.
      a. The employee must also work to keep the relationship strong and healthy.
      b. The strength of the relationship will change from time to time.

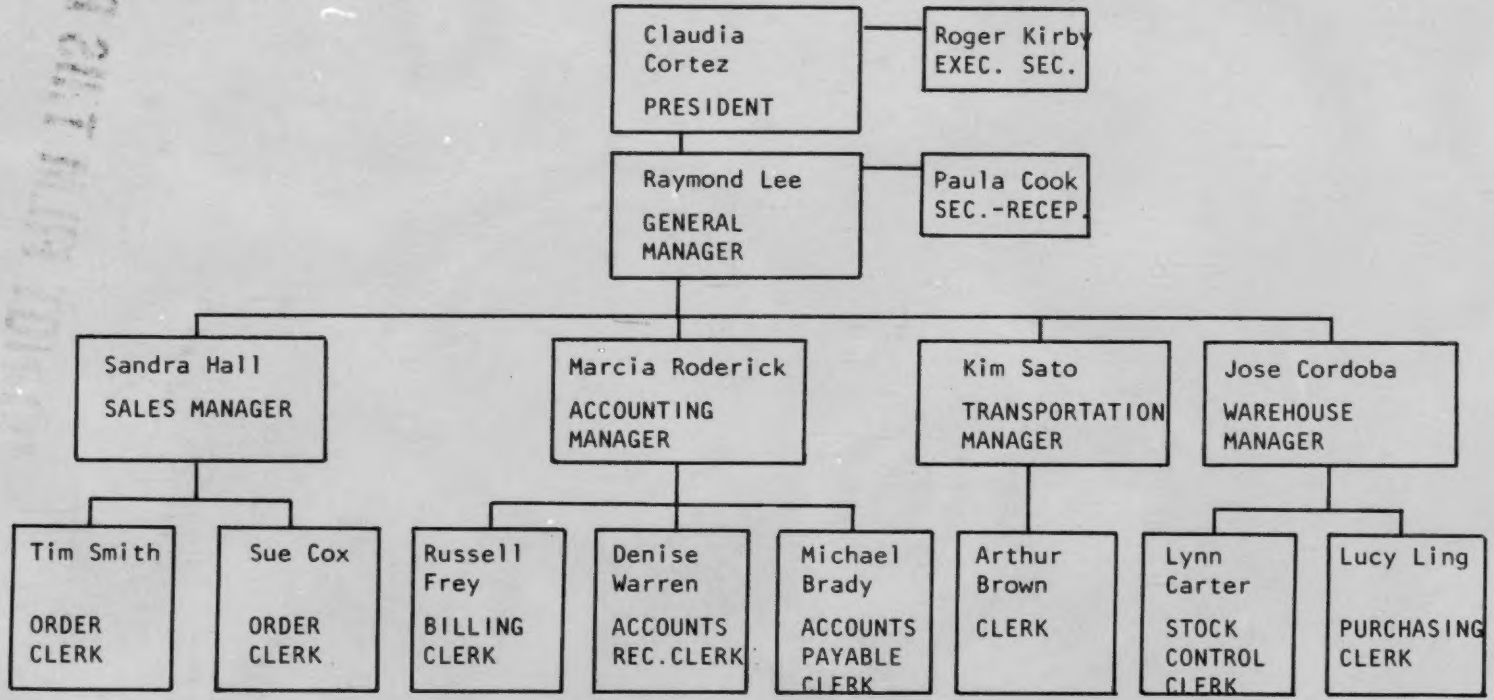
B. The employer fills several roles for the worker:

   1. As a leader
   2. As a teacher
   3. As a counselor
   4. As a necessity

C. Tips a worker can use in learning to get along better with a supervisor:

   1. Give your boss a day's work for a day's pay.
   2. Show an interest in the job you do--learn more about it on your own.
   3. Don't do something that could get your boss, or you, in trouble.
   4. Understand that your boss (like you) is not perfect.
   5. Always go to your boss with a complaint, not to his/her boss.
   6. Talk to your boss about any gripes that are really bothering you.
   7. Be friendly to your boss, but without "buttering up."
   8. Choose the right time to talk to, and be friendly with, your boss.
   9. Keep your mind on your work; leave personal affairs at home.
   10. Follow the boss's instructions carefully, and ask if you don't understand what to do.
   11. Be on the job when you say you will.
   12. Be loyal to your boss, and your loyalty will be appreciated.

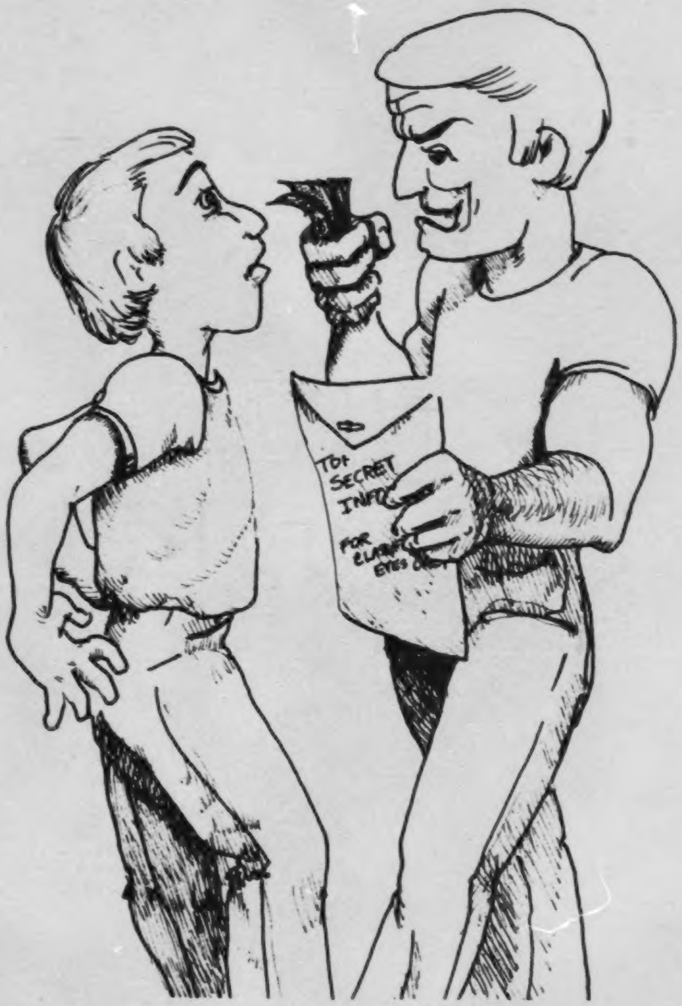
ORGANIZATION CHART


Claudia Cortez PRESIDENT
Roger Kirby EXEC. SEC.
Raymond Lee GENERAL MANAGER
Paula Cook SEC.-RECEP.
Sandra Hall SALES MANAGER
Marcia Roderick ACCOUNTING MANAGER
Kim Sato TRANSPORTATION MANAGER
Jose Cordoba WAREHOUSE MANAGER
Tim Smith ORDER CLERK
Sue Cox ORDER CLERK
Russell Frey BILLING CLERK
Denise Warren ACCOUNTS REC.CLERK
Michael Brady ACCOUNTS PAYABLE CLERK
Arthur Brown CLERK
Lynn Carter STOCK CONTROL CLERK
Lucy Ling PURCHASING CLERK

A BOSS IS . . .

A leader	The person who will get people to work together to get the job done, and has the authority to do so.
A teacher	The person who will show you how to get things done in the best possible way.
A counselor	The person who will help you when things are wrong by showing you how to do them correctly.
A necessity	The person who has to be responsible for getting things done.

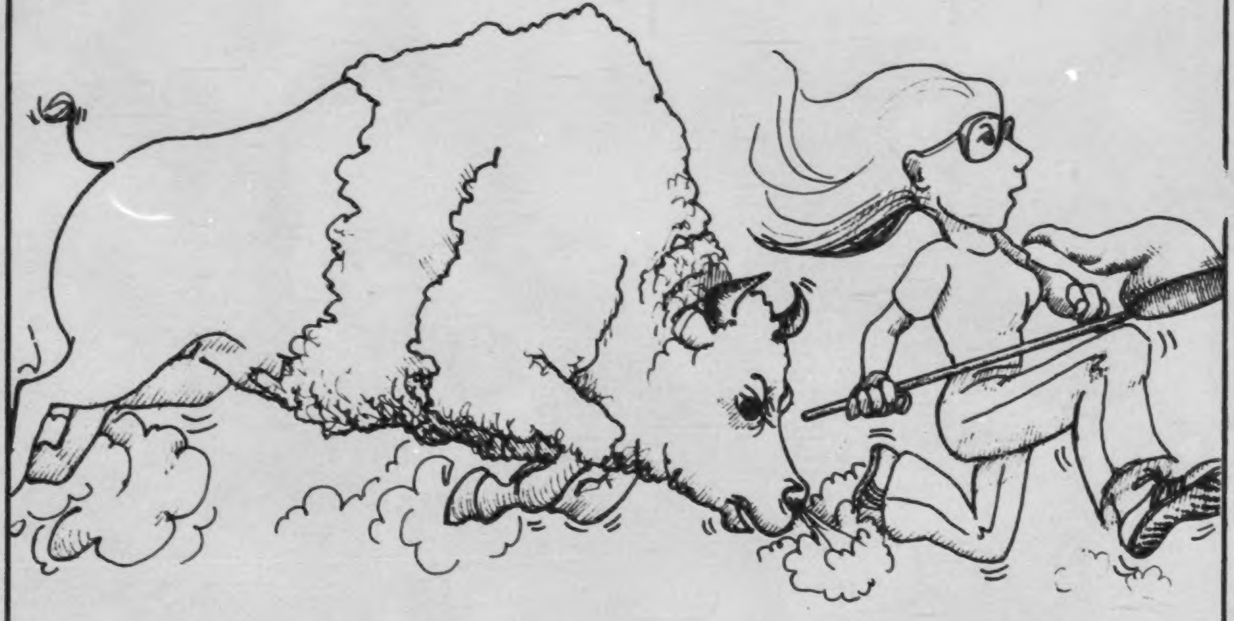
RECEIVING INSTRUCTIONS


TOP
SECRET
INFO
FOR
EYES

WORKERS MAY RECEIVE INSTRUCTIONS THEY BELIEVE ARE MORALLY WRONG.

DON'T DO SOMETHING THAT COULD GET YOU OR YOUR BOSS IN TROUBLE!

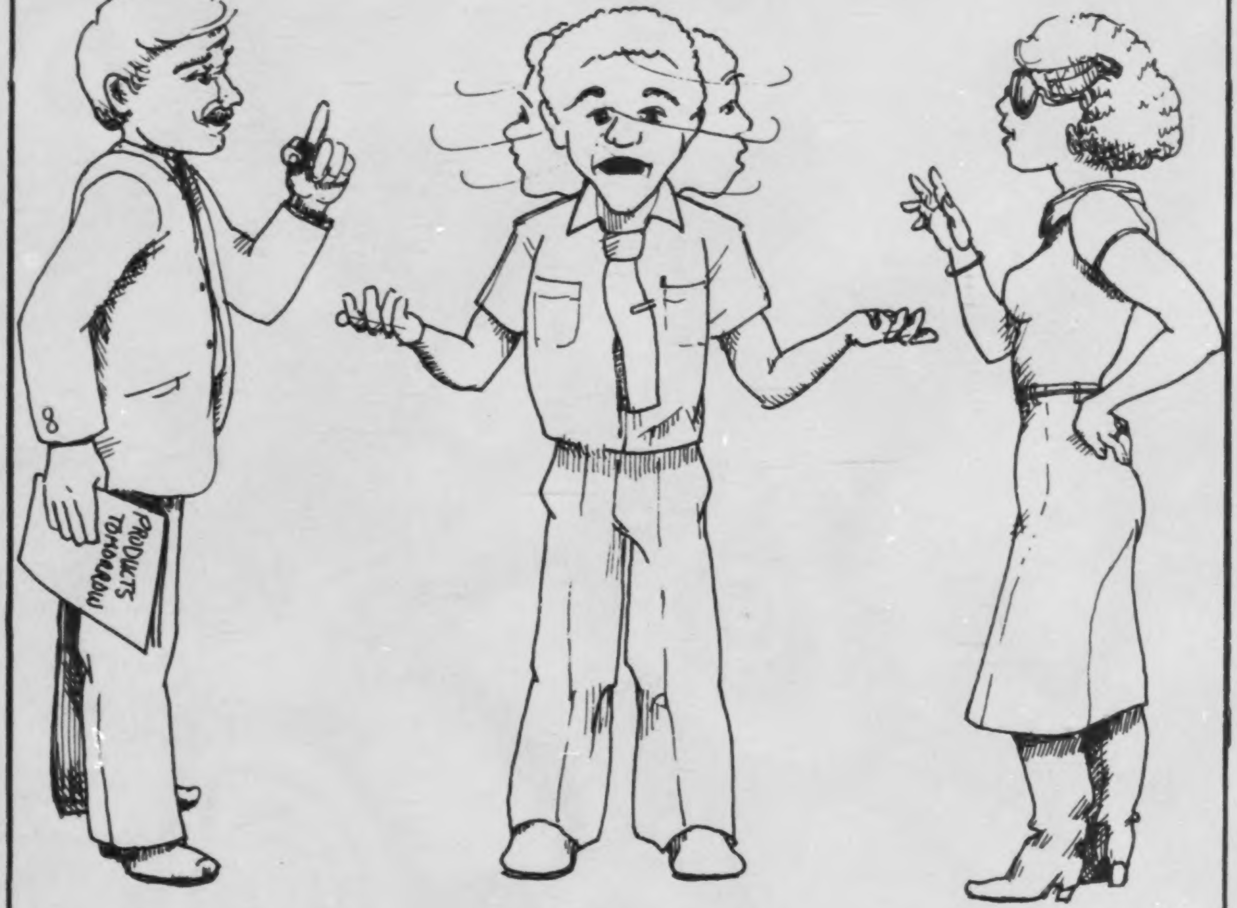
YOUR BOSS ISN'T PERFECT



WORKERS MAY BE UNABLE TO CARRY OUT INSTRUCTIONS THEY RECEIVE.

UNDERSTAND THAT YOUR BOSS ISN'T PERFECT!

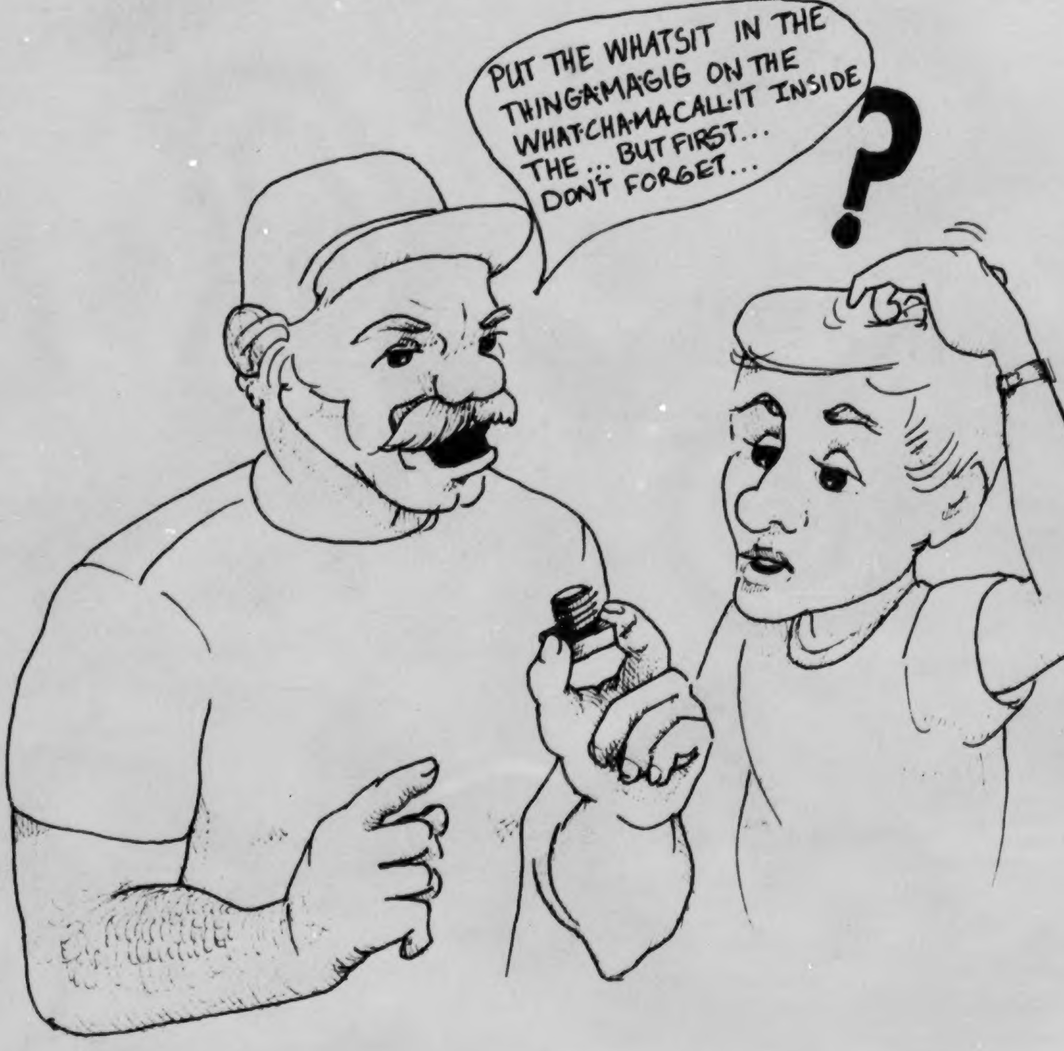
WHEN YOU ARE GIVEN CONFLICTING INSTRUCTIONS


8
PRODUCTS TOMORROW

WORKERS MAY BE GIVEN CONFLICTING INSTRUCTIONS.

ALWAYS GO TO YOUR IMMEDIATE BOSS FOR FINAL INSTRUCTIONS.

IF YOU DON'T UNDERSTAND


PUT THE WHATSIT IN THE THINGAMAGIG ON THE WHAT-CHA-MA-CALL-IT INSIDE THE ... BUT FIRST... DON'T FORGET...
?

WORKERS MAY BE GIVEN INSTRUCTIONS THAT ARE NOT CLEAR.

IF YOU DON'T UNDERSTAND, ASK.

UNIT IV

EMPLOYER-EMPLOYEE RELATIONSHIPS

ASSIGNMENT SHEET 2--FORMAL LINES OF AUTHORITY

Directions: Have the students form into small groups of three to five. Working together, the students will show the formal lines of authority for the Alco Company by writing the names and titles of the workers described on the Personnel Slips in the proper spaces of the blank organization chart below. After all groups have completed the chart, have a reporter from each group explain that group's chart to the class.

Alco Company Personnel Slips

1. Raymond Lee is the General Manager. He is in charge of the overall operation of Convenience Wholesales. He supervises the work of the Sales, Warehouse, Transportation, and Accounting Divisions.

2. Sandra Hall is the Sales Manager. She is supervised by the General Manager. She is in charge of the processing of customer's orders, and she supervises two Order Clerks.

3. Jose Cordoba is the Warehouse Manager. He is in charge of the operation of the warehouse. He supervises the Stock Control and Purchasing Clerks.

4. Kim Sato is the Transportation Manager. She is in charge of shipping and receiving all goods and keeping records of all transportation costs and charges.

5. Marcia Roderick is the Accounting Manager. She supervises three main departments: Billing, Accounts Receivable, and Accounts Payable.

6. Tim Smith is an Order Clerk in the Sales Division. His main job is typing shipping orders. He also screens all telephone calls to the Sales Division.

7. Sue Cox is an Order Clerk in the Sales Division. She checks on customer's credit status and types shipping orders.

8. Lynn Carter is a Stock Control Clerk in the Warehouse. She keeps the inventory up-to-date and handles shipping orders to determine which goods are in stock and which goods must be ordered.

9. Claudia Cortez is the President and owner of Convenience Wholesalers. She sets goals for the company and supervises its overall operation.

10. Roger Kirby is the President's Executive Secretary. He screens telephone calls, types correspondence and handles appointments for the President.

11. Paula Cook is Secretary-Receptionist for the General Manager. She greets visitors, screens telephone calls, and types correspondence for the General Manager.

12. Lucy Ling is a Purchasing Clerk in the Warehouse. She orders merchandise from suppliers and keeps the inventory records up-to-date. She also approves bills from suppliers and sends them to the Accounting Division for payment.

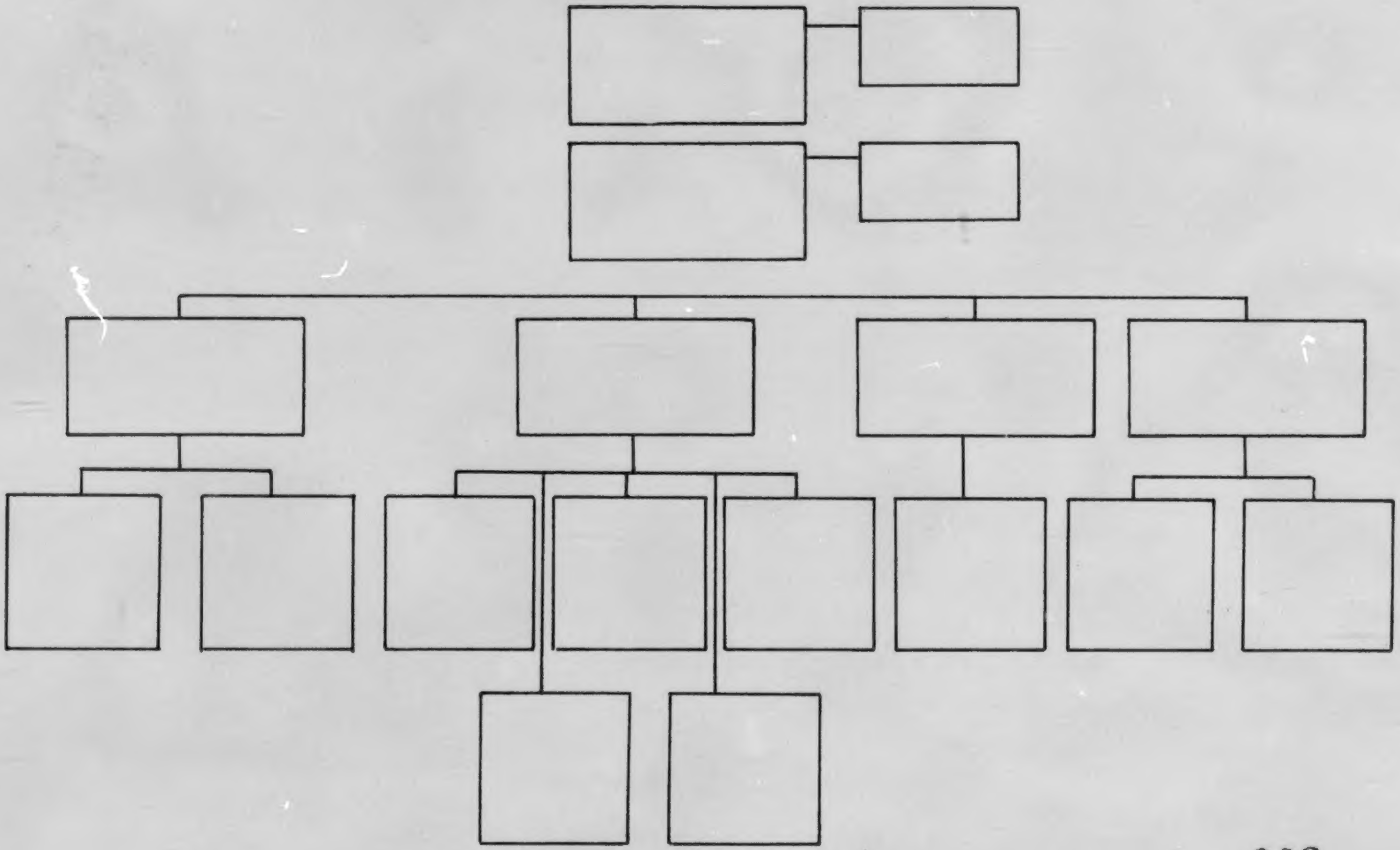
13. Arthur Brown is a Clerk in the Transportation Division. He computes shipping charges for customers' orders. He also screens all telephone calls to the Transportation Division.

14. Russell Frey is the Billing Clerk for the Accounting Division. He prepares bills for customers for goods they have ordered.

15. Denise Warren is the Accounts Receivable Clerk for the Accounting Division. She sends bills for goods and shipping charges to customers. She also records payments received from customers.

16. Michael Brady is the Accounts Payable Clerk in the Accounting Division. He records bills from and payments to suppliers.

ORGANIZATION CHART



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302

UNIT IV

EMPLOYER-EMPLOYEE RELATIONSHIPS

TEST--PART 3

1. Answer the following statements by writing True or False in the blanks at the left.

_____a. The strength of a relationship never changes.

_____b. The supervisor is mostly responsible for building strong vertical relationships.

_____c. There is free and open communication in a good working relationship.

_____d. The employer is only a boss, not a counselor, too.

_____e. If you get in trouble, it won't matter to the boss.

_____f. It is not good to go over your boss's head to his boss.

_____g. The best thing you can do is to give your boss a day's work for a day's pay.

_____h. Your boss won't mind if you call your home several times a day.

_____i. If you don't understand instructions, ask about them before you use them.

_____j. Being on the job when you say you will is a sure way to please your boss.

2. a. An organization chart does not show:

(1) the different parts of an organization and how they fit together.

(2) all the lines of communication.

(3) the formal relationship between the people who form the organization.

(4) who is supposed to be boss or supervisor.

b. An organization chart shows:

(1) the formal relationship between people who form an organization.

(2) the informal relationship between people who form an organization.

(3) the duties of each worker in the organization.

(4) the kind of product or service provided.

c. An organization chart:

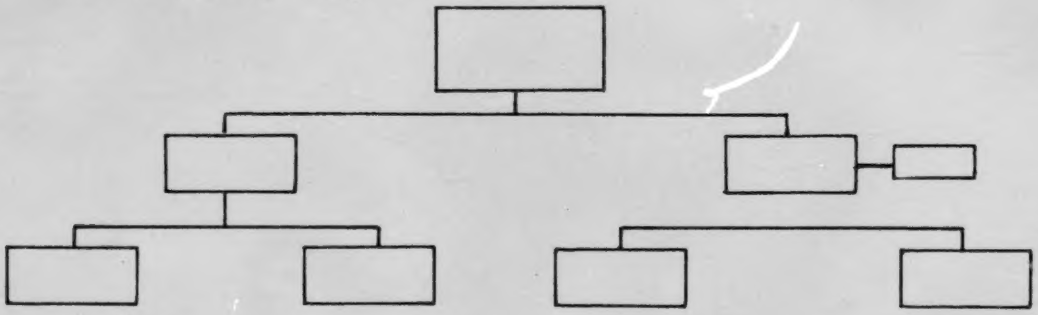
(1) describes all of the jobs in an organization.

(2) shows the formal lines of authority.

(3) gives the organization's rules and regulations.

(4) shows all the lines of communications.

d. The following diagram shows:



(1) the informal organization.

(2) the parts of the organization and how they fit together.

(3) all the lines of communication.

(4) how important each position is to the organization.

e. An organization chart does not show:

(1) vertical relationships.

(2) the formal lines of communication.

(3) horizontal relationships.

(4) how much authority or power a job holds.

UNIT V

GETTING ALONG WITH CO-WORKERS

UNIT OBJECTIVES

After completing this unit, the students will be able to discuss factors that influence the building of good working relationships with others. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit the student will be able to:

1. Identify terms associated with co-worker relationships.
2. Point out the characteristics that help co-workers get along on the job.
3. Select the positive personal characteristics a worker should try to develop.
4. Discuss the reasons why co-workers need to get along with one another.
5. Point out how feelings affect relationships between co-workers.
6. List the ways perception influences the way we feel about people, events, and things.
7. Discuss how an individual's tolerance level affects relationships.
8. List way the informal organization can affect working relationships.

UNIT V

GETTING ALONG WITH CO-WORKERS

NOTES TO THE COORDINATOR

I. Objective sheet

   A. Discuss the unit objective with the student.

   B. Discuss each specific objective.

   C. Have the student complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to fully meet the needs of the unit and the student.

II. Information and assignment sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Have the student look up the terms in a dictionary for additional information.

      2. Have a spelling test or spelling bee for practice.

      3. Practice using the terms in sentences.

      4. Underline the terms when you see them in an assignment.

   B. INFORMATION SHEET 2--CHARACTERISTICS OF A GOOD CO-WORKER

      1. Ask several long-time workers to come to the class and have a panel discussion.

      2. See if your regional service center has films on file on this topic.

      3. Have students make posters or sayings to display in class.

      4. Have a large class check-list of good co-worker characteristics, and ask each student to check them off when they feel they have acquired them.

      5. Use TRANSPARENCY 1 to promote class discussion on attitudes to use when working with others.

      6. Use the following assignment sheets to reinforce this area of information.

         a. ASSIGNMENT SHEET 1--ATTITUDES THAT AFFECT CO-WORKERS

            (1) Have students rate themselves on each attitude.

   (2) Explain to the student that people develop attitudes and habits over long periods of time and carry the same attitudes from school to work situations.

   (3) Relate the activity to job situations by asking the student to describe how workers might demonstrate each of the attitudes discussed.

b. ASSIGNMENT SHEET 2--DO YOU SEE YOURSELF AS OTHERS SEE YOU?

   (1) Have the student discuss any discoveries made while doing this assignment.)

   (2) Ask each student to write down three changes which would be likely to improve the chances for success in the work situation.

c. ASSIGNMENT SHEET 3--MAKING FRIENDS AT WORK

d. ASSIGNMENT SHEET 4--GETTING ALONG WITH OTHERS

e. ASSIGNMENT SHEET 5--PROBLEM SOLVING

   (1) This assignment may be done by one student or by small groups.

   (2) A chosen individual or group leader should lead the class discussion on possible solutions.

   (3) Have the student share with the class any personal experiences observed on the work station.

C. INFORMATION SHEET 3--FACTORS THAT INFLUENCE THE BUILDING OF GOOD RELATIONSHIPS WITH OTHERS

1. Use the following transparencies to promote class discussion on factors that influence the building of relationships.

   a. TRANSPARENCY 2--RELATIONSHIPS WITH OTHERS

   b. TRANSPARENCY 3--PERCEPTION IS----

2. Use the following assignment sheets to reinforce this area of information.

   a. ASSIGNMENT SHEET 6--DEVELOPING A RELATIONSHIP WITH OTHERS

   b. ASSIGNMENT SHEET 7--WHAT ACTION WOULD YOU TAKE

c. ASSIGNMENT SHEET 8--A DIFFERENCE IN PERCEPTION

(NOTE: Have the students recall experiences of misunderstood [or misperceptions] messages and how they handled them.)

d. ASSIGNMENT SHEET 9--TOLERANCE LEVEL

(1) Have the students discuss all the alternatives that could be possible solutions to this situation.

(2) Have the student draw a tolerance level thermometer and keep track of his/her own experiences for a short period of time.

(3) Ask the students to tell about experiences they have had when they had trouble because of another worker.

(4) List on the board some events that could cause unhappy emotions to arise, and ask individual students to suggest ways to handle the situations.

D. INFORMATION SHEET 4--THE INFORMAL ORGANIZATION

1. Use ASSIGNMENT SHEET 10--THE INFORMAL ORGANIZATION to reinforce this area of information.

(NOTE: Have the students discuss the differences between the formal and the informal organization.)

III. Answers to assignment sheets

A. Some of the assignment sheets will vary according to training and should be graded individually.

B. Some assignment sheets will not have specific answers but will depend on student participation.

IV. Unit test

A. The test is divided into four parts.

1. Each part covers one information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon completion of all the information and assignment sheets.

   3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to unit test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. Methods and Materials for Teaching Occupational Survival Skills. Urbana, IL.: University of Illinois, 1978.

B. Group Instruction for Cooperative Programs. Stillwater, OK: Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1978.

C. Eggland, Steven and John Williams. Human Relations and Business. Dallas: South-Western Pub. Co., 1977.

D. Gooch, Bill G. and others. Work: Pathway to Independence, Student Workbook. Chicago: American Technical Society, 1979.

UNIT V

GETTING ALONG WITH CO-WORKERS

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheets 1-10

Evaluated to the satisfaction of the instructor.

UNIT V

GETTING ALONG WITH CO-WORKERS

ANSWERS TO TESTS

Part 1

1. Tolerance level
2. Tact
3. Feeling
4. Motives
5. Unique
6. Perception
7. Alternatives
8. Courtesy

Part 2

1. a.
   b. ✓
   c. ✓
   d. ✓
   e.
   f. ✓
   g. ✓
   h. ✓
   i.
   j. ✓
2. a. P
   b.
   c.
   d. P
   e. P
   f.
   g. P
   h. P
   i. P
   j.
   k. P
   l. P
   m. P

Part 3

1. a. ✓
   b.
   c. ✓
   d.
   e. ✓

2. a. False
   b. True
   c. False
   d. True
   e. False
   f. True
   g. True
   h. True
   i. False
   j. True
   k. True

3. a. Unique
   b. Selective
   c. Determine what we do
   d. Related to our experiences
   e. Change
   f. Personal

4. a. (3)
   b. (4)
   c. (2)
   d. (1)

art 4

1. a. I
   b.
   c. I
   d. I
   e.
   f. I

2. a. ✓
   b. ✓
   c.
   d. ✓
   e.
   f. ✓
   g. ✓
   h. ✓

UNIT V

GETTING ALONG WITH CO-WORKERS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

A. Alternatives--The different choices or ways available for solving a problem.

(NOTE: The best one is chosen.)

B. Courtesy--Having consideration for others; being thoughtful and understanding of others.

C. Feeling--An emotional and physical reaction caused by another person or situation that affects the way we act.

EXAMPLES: Fear, anger, love, pride.

(NOTE: We may or may not understand the feelings.)

D. Motive--Needs or desires which cause a person to act in certain ways (or to act at all).

E. Perception--The way our minds "see", hear, and understand other people, things, events.

(NOTE: Our perception is strongly influenced by such things as our past experiences, how we feel at the time of the event, and the general situation.)

F. Tact--A good sense (or understanding) of what to do or say in order to keep good relationships with others (to avoid insulting or offending someone).

G. Tolerance level--The point at which the habits or mannerisms of co-workers begin to bother you.

EXAMPLE: At the end of a long day, when you are tired, a silly giggle upsets you.

H. Unique--The only one of its kind.

UNIT V

GETTING ALONG WITH CO-WORKERS

TEST--PART 1

Directions: From the list below, choose the term that best completes the definition, and write it in the blank.

perception

motive

courtesy

tact

unique

feeling

tolerance level

alternatives

1. The point at which the habits or mannerisms of co-workers begin to bother you is called the __________ ___________.
2. A good sense of what to do or say in order to have good relationships is called _____________________________.
3. An emotional and physical reaction caused by another person or situation that affects the way we act is called a ______.
4. The needs or desires that cause people to act in certain ways are called _______________________.
5. Something that is the only one of its kind is described as being ____________________________.
6. The term for the way our minds see and understnad other people, things, and events is ________________________.
7. The available choices or ways for solving problems are called _____________________________.
8. Having consideration for or being thoughtfully understanding of others is called ____________________________.

UNIT V

GETTING ALONG WITH CO-WORKERS

INFORMATION SHEET 2--CHARACTERISTICS OF A GOOD CO-WORKER

I. Ways a student can get along with co-workers.

(NOTE: A worker's responsibility involves more than just performing a job. Employers' expect workers to work with a positive attitude toward the job and other employees.)

- A. Know all co-workers by name.
- B. Introduce yourself to employees you have not met.
- C. Greet by name or at least smile at the other employees when you arrive for work.
- D. Say good-bye, nod, or wave to co-workers when you leave for the day.
- E. Listen, ask questions, and thank the employees who try to be helpful.
- F. Realize that new, young employees may not be able to do some of the things that older, trusted employees do.
- G. Develop the skill of really listening to the things you hear.
    1. Be sure to get the message, not just hear the words.
    2. Be aware that in most companies the ability to really hear a message is a matter of dollars and cents.
    3. Look at the person who is talking to you to increase concentration.
    4. Write down or repeat a message to make it easier to remember.
- H. Work to keep communication lines open with all co-workers.
- I. Do your share and always at least a little bit more.
- J. Cooperate with others by being willing to pitch in and help them if they get behind.
- K. Expect some teasing and take it in good humor.
- L. Expect to do more than your share of the dirty work at the start.

II. Characteristics of a good co-worker.

A. Cooperative

EXAMPLE: Being willing to work someone else's shift in an emergency.

B. Displays initiative

EXAMPLE: Seeing things that need to be done and doing them without being told.

C. Polite

D. Helpful

E. Patient

F. Honest

G. Dependable

H. Respects the beliefs and values of others

I. Has a ready smile

J. Enthusiastic

K. Has a sense of humor

L. Clean, neat appearance

ATTITUDES IN WORKING WITH OTHERS

LOYALTY

LOYAL										DISLOYAL
10	9	8	7	6	5	4	3	2	1	0

ENTHUSIASM

ENTHUSIASTIC										UNENTHUSIASTIC
10	9	8	7	6	5	4	3	2	1	0

DEPENDABILITY

DEPENDABLE										UNDEPENDABLE
10	9	8	7	6	5	4	3	2	1	0

HONESTY

HONEST										DISHONEST
10	9	8	7	6	5	4	3	2	1	0

PATIENCE

PATIENT										IMPATIENT
10	9	8	7	6	5	4	3	2	1	0

HELPFULNESS

HELPFUL										NOT HELPFUL
10	9	8	7	6	5	4	3	2	1	0

WILLINGNESS TO ACCEPT CRITICISM

WILLING TO ACCEPT CRITICISM										UNWILLING TO ACCEPT CRITICISM
10	9	8	7	6	5	4	3	2	1	0

UNIT V

GETTING ALONG WITH CO-WORKERS

ASSIGNMENT SHEET 1--ATTITUDES THAT AFFECT CO-WORKERS

Directions: Discuss each of the attitudes listed below that affect your relationships with co-workers. Give examples of both positive and negative behaviors that are characteristics of each attitude.

EXAMPLE: Students who are enthusiastic--smile, are interested in others, are easily excited about new things.

A. Loyalty

   1. Students who are loyal.

   2. Students who are disloyal.

B. Enthusiasm

   1. Students who are enthusiastic.

   2. Students who are unenthusiastic.

C. Dependability

   1. Students who are dependable.

   2. Students who are undependable.

D. Honesty

   1. Students who are honest.

   2. Students who are dishonest.

E. Patience

   1. Students who are patient.

   2. Students who are impatient.

F. Helpfulness

   1. Students who are helpful.

   2. Students who are not helpful.

G. Willingness to accept criticism.

   1. Students who are willing to accept criticism.

   2. Students who are unwilling to accept criticism.

UNIT V

GETTING ALONG WITH CO-WORKERS

ASSIGNMENT SHEET 2--DO YOU SEE YOURSELF AS OTHERS SEE YOU?

Directions: Rate yourself on the following scale by placing an X beneath the correct rating. Then have someone else rate you as they see you. (A 5 on the scale would mean that you greatly project this quality.) Look up any words you don't understand. Use a pen or pencil different from one used by the other person doing the rating so you can distinguish between your markings and the other person's.

Characteristics Rating

Sense of humor	5	4	3	2	1
Courteous					
Cooperative					
Pays attention					
Determined					
Practical					
Creative					
Sensible					
Rude					
Tactful					
Considerate					
Kind					
Restless					
Irritable					
Selfish					
Thoughtful					
Obeys rules					
Dependable					
Friendly					
Honest					
Good natured					
Enthusiastic					
Suspicious					
Self-concious					
Emotional					
Argumentative					
Efficient					

UNIT V

GETTING ALONG WITH CO-WORKERS

ASSIGNMENT SHEET 3--MAKING FRIENDS AT WORK

A. What qualities do you look for in other people when you want to make friends? Rate the following qualities according to whether you feel they are important, very important, or not important.

	VERY IMPORTANT	IMPORTANT	NOT IMPORTANT
1. good-looking	_____	_____	_____
2. helpful	_____	_____	_____
3. popular with others	_____	_____	_____
4. smart	_____	_____	_____
5. kind	_____	_____	_____
6. interesting	_____	_____	_____
7. good at listening	_____	_____	_____
8. funny	_____	_____	_____
9. polite	_____	_____	_____
10. respectful	_____	_____	_____
11. independent	_____	_____	_____
12. unusual	_____	_____	_____
13. clever	_____	_____	_____

B. Which of the following qualities do you think you have that would make people want to be friends with you?

_____I am basically a warm person.

_____I am a good listener.

_____I am willing to be friends.

_____I am usually polite.

_____I try to understand people.

_____I like many kinds of people.

_____I have a sense of humor.

_____I want to be liked

_____I want to be kind to others.

_____I would help another person if I had the chance.

_____I have some special skills I want to share.

_____I have some hobbies and outside interests that I would like to share.

_____I have an open mind.

C. Which other qualities do you have that have not been included in B.

D. You are attracted to certain people and want to make friends with them. How do you begin? Should you make a move toward them, or should you wait until they make a move toward you?

GETTING ALONG WITH CO-WORKERS

ASSIGNMENT SHEET 4--GETTING ALONG WITH OTHERS

Directions: A person should know how to get along with others. By the results of this self-test, you will see how you are doing.

A. When you meet a person you instantly do not like you would:

1. Try to find a topic of conversation that is of common interest.
2. Avoid the person.
3. Try to put the person down.

B. You are offered a job for which you are not qualified, you would:

1. Admit your inadequacy and offer to learn on the job.
2. Refuse to try.
3. Try to bluff your way through it.

C. When dealing with people, you should:

1. Usually smile and say something pleasant.
2. Be nice if they are pleasant to you.
3. Treat them impersonally.

D. When you meet a person who is handicapped you:

1. Treat the person as you would anyone else.
2. Go out of your way to be especially nice.
3. Avoid the person.

E. A co-worker has just bought a new uniform which you think is becoming. He or she asks if you like it. You would say:

1. "Yes, I like the color."
2. "How's the weather today?"
3. "It looks terrible."

F. You honestly feel that you:

1. Are interested in most people.
2. Are only really comfortable with your own friends.
3. Are bored by most people.

G. In a store you are in no hurry, but the person after you is rushed. You:

1. Suggest that the person go ahead of you.
2. Make your selection because it is your turn.
3. Take an extra long time just to calm him or her down.

UNIT V

GETTING ALONG WITH CO-WORKERS

ASSIGNMENT SHEET 5--PROBLEM SOLVING

Directions: Read each of the following case study problems and discuss various ways to solve each.

A. Linda Late works in an insurance office. She is a good employee except for one problem. She is late getting to work on Monday morning following a busy weekend. What can be done to help the situation?

B. George Gogetter works at a fast food restaurant. George is so enthusiastic about his job that he steps all over his co-workers trying to get to the customers first. He's too busy to notice the reactions of his co-workers. What are some possible solutions to this problem?

C. Gloria Goodhealth has been employed as a Nurse Aide in a hospital. She has completed her In-Service training and has been assigned to a medical floor. Gloria gets along with her Head Nurse and most of her co-workers. The exception is "old bossy," Alma Dolittle. She is nosey and constantly checks to see what Gloria and the others are doing. She tells all the Aides how to make beds and do their work. Alma spends so much time "bossing" that she does not get her work done. Alma demands Gloria's help, causing her to be late for school. What should Gloria do?

UNIT V

GETTING ALONG WITH CO-WORKERS

TEST PART 2

1. Place a "√" by the statements that describe a characteristic of a good co-worker.

____a. Only talks to one or two close friends.

____b. Introduces self to other co-workers he/she has not met.

____c. Learns the names of other employees.

____d. Does not try to do things on the job that have not been explained.

____e. Is absent where there is a big work load.

____f. Offers to help an employee who is behind with work.

____g. Understands that the newest employee does more of the dirty work.

____h. Listens very carefully to instructions.

____i. Gets mad if co-workers tease a little.

____j. Always does his/her share and a little more.

2. Read the following characteristics of a good co-worker and place a "P" for positive ones a student should try to develop.

____a. Sense of humor.

____b. Knowledge of all the good gossip.

____c. Impatience.

____d. Clean, neat appearance.

____e. Shows enthusiasm for the job.

____f. Goes along with the crowd, good or bad.

____g. Politeness.

____h. Respects the beliefs of others.

____i. Dependability.

____j. Frowns a lot.

____k. Helpfulness

____l. Tries to smile at all co-workers.

____m. Honesty.

GETTING ALONG WITH CO-WORKERS

INFORMATION SHEET 3--FACTORS THAT INFLUENCE THE BUILDING OF GOOD RELATIONSHIPS WITH OTHERS

I. Reasons why we need to get along with co-workers (human relations).

  A. Research shows that good human relations increases productivity.

  B. Eighty-five to ninety percent of all jobs are lost because of the inability to get along with other people.

  C. Reaching one's goals often depends upon the ability to get along with others.

  D. Working as a team member successfully makes you a more valuable employee.

II. Understanding about peoples' feelings.

  A. Always remember that people have feelings both on and off the job.

  B. Learn to listen for and to recognize feelings in others and in yourself.

    1. People do not always express the emotions they are really feeling.

    2. Sometimes people say things they really do not mean because of the way they are feeling.

    3. If someone is not feeling good about themselves, many times, you can help them to feel better.

  C. Learn how and when to express feelings.

    1. It is easier to understand someone when you know how they feel.

    2. Workers who express their feelings tactfully usually get along well with others.

    3. Sometimes it is better to be quiet about your feelings.

    EXAMPLE: You may be upset about something at home and take it out on someone at work because they are handy.

    4. It is sometimes wise to say a little less and wait to see how your co-workers feel.

5. If you feel that you need to express your feelings about something, always express them honestly.

D. Always remember that feelings can change.

1. Learning more about something can help us to change our feelings about it.

2. Sometimes we have been taught that feelings are bad, so we are afraid to admit that we have them.

    a. Some people have headaches, stomachaches, or other illnesses because they try to hide their feelings.

    b. We can learn to handle those feelings if we admit we have them.

E. Look for clues that can help you to recognize different feelings.

1. Facial expressions

2. Words

3. Tone of voice

4. Hand movements/gestures

5. Posture

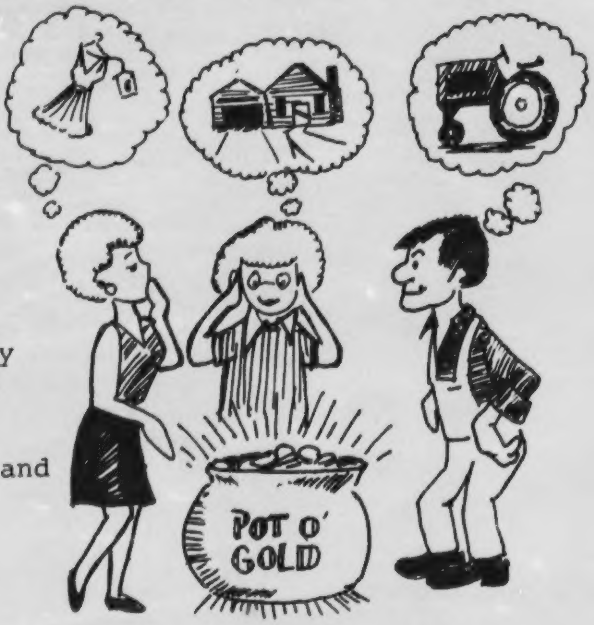
III. How perception affects the way we feel about people, events, and things.

A. Perception is unique; because of our different backgrounds, no two people are alike, and we see things differently.

B. Perception is personal, because we see things through our own eyes.

1. Sometimes we see only what we want to see.

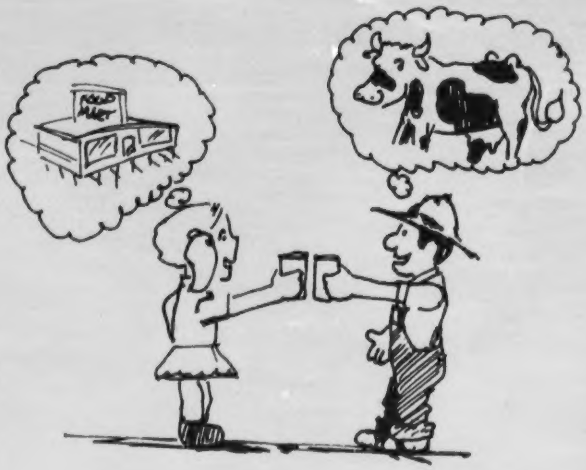
2. Sometimes we don't recognize or understand what we see.



C. Perception is related to our experiences.

1. What we have learned from our families, teachers, and friends may be limited.

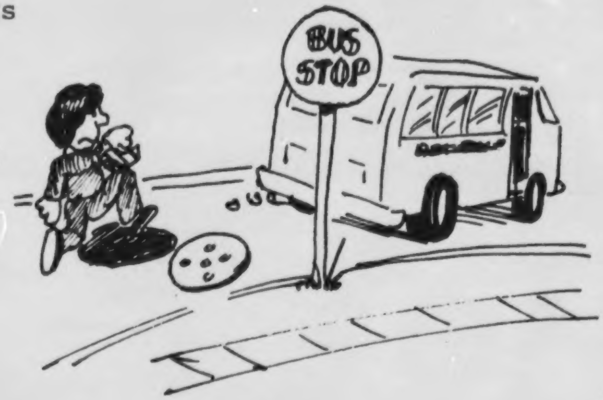
2. The words we use may not have the same meaning to others that they have to us.



D. Perception is selective--we have learned to see and hear only those things which seem important to us.

1. Research has shown that we remember best the first and last things that happen.

2. We may miss some important things because we don't understand or "see" how it affects us.



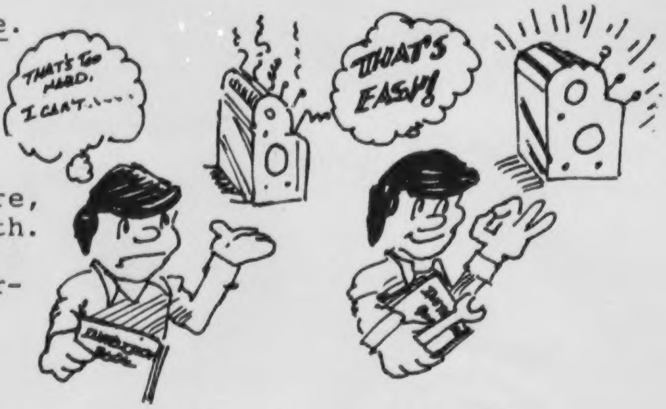
E. How we perceive things determines what we do.

EXAMPLE: We may see (perceive) a shy person as being snooty, so we decide not to talk to them.

F. Perceptions can change.

1. We see things differently at different times, depending on our moods, where we are, and who we are with.

2. We develop new perceptions from our new experiences.


THAT'S TOO HARD, I CAN'T.....
THAT'S EASY!

IV. Relationships can change from day-to-day because of our tolerance levels.

A. Our tolerance level changes constantly.

B. Many different things affect our tolerance level and cause it to change.

1. Things we can control.

EXAMPLES: The amount of sleep we get; the way we look each day.

2. Things we cannot control.

EXAMPLES: A flat tire; a grumpy friend.

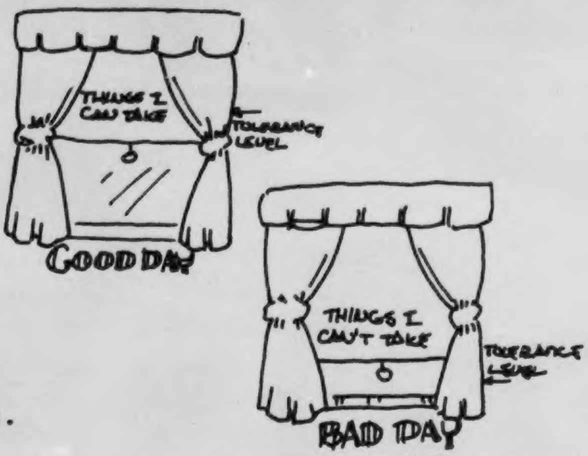
C. The things that affect our tolerance level are the things that make us happy or sad.

1. The days we are happy our tolerance level is high--good days.

(NOTE: We can handle unpleasant things our co-workers do more easily.)

2. The days we are unhappy, our tolerance level is low--bad days.

(NOTE: Things our co-workers do can really bother or irritate us.)



D. Things you can do to increase your tolerance level so you can get along better with your co-workers.

1. Learn to recognize the things you cannot control, and do not let them bother you.

2. Control the events you can by using these steps.

a. Separate the upsetting or irritating behavior from the person.

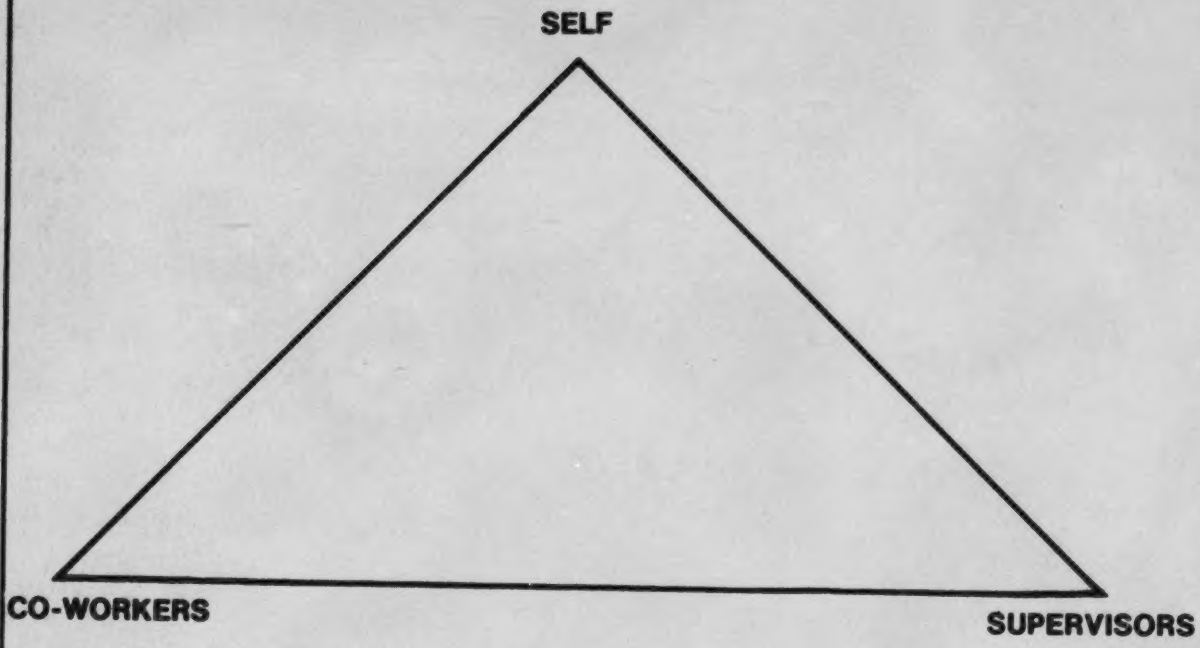
EXAMPLE: You may not like Sally chewing gum, but that doesn't make Sally a bad person.

b. Identify the alternatives available to you.

EXAMPLE: You can leave Sally alone or not let her gum chewing bother you.

c. Solve the problem by choosing the best direct alternative.

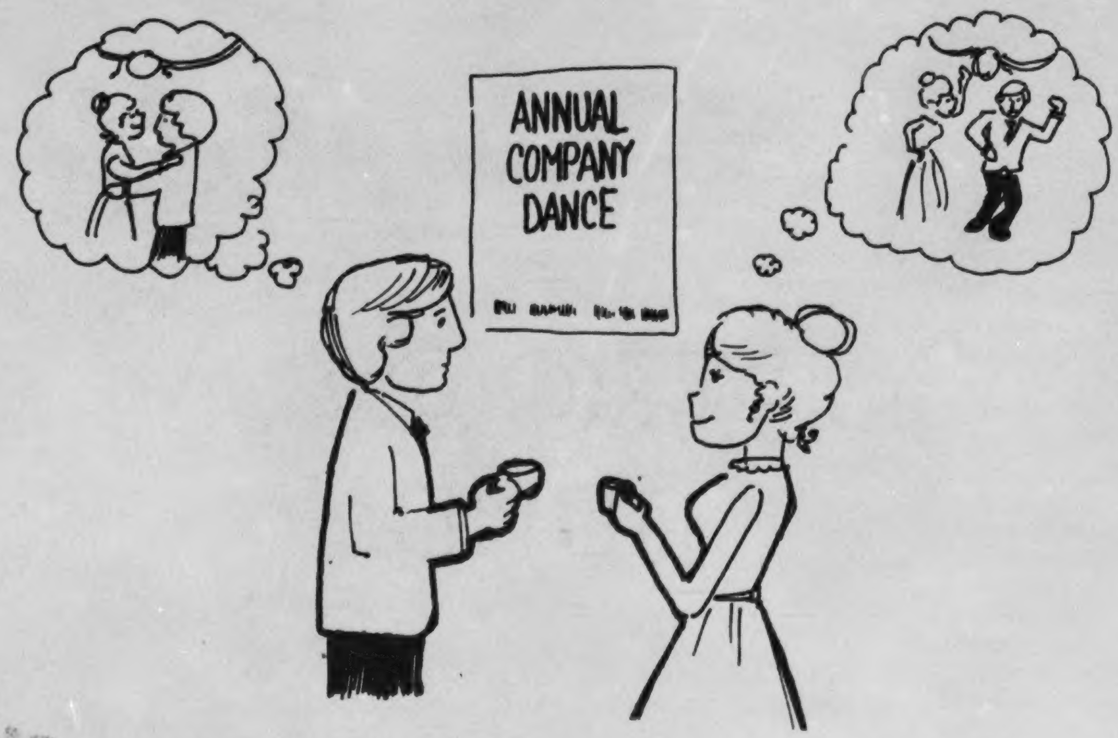
RELATIONSHIPS WITH OTHERS


SELF
CO-WORKERS
SUPERVISORS

Human relations refer to relationships with others. The relationships can be formal or informal, close or distant, emotional or unemotional. AS an employee, you will have a relationship with co-workers and supervisors.

PERCEPTION IS...

- UNIQUE
- PERSONAL
- RELATED TO EXPERIENCES


ANNUAL
COMPANY
DANCE

- DETERMINES WHAT WE DO
- CAN CHANGE

UNIT V

GETTING ALONG WITH CO-WORKERS

ASSIGNMENT SHEET 6--DEVELOPING A RELATIONSHIP WITH OTHERS

Directions: List any activity you have done for a family member, a friend, or a co-worker within the last month to help develop or maintain a relationship with others. After you complete your list, compare it with the lists of others in your class.

A. ______________________________

____

B. ______________________________

____

C. ______________________________

____

D. ______________________________

____

E. ______________________________

____

F. ______________________________

____

G. ______________________________

____

H. ______________________________

____

I. ______________________________

____

J. ______________________________

____

UNIT V

GETTING ALONG WITH CO-WORKERS

ASSIGNMENT SHEET 7--WHAT ACTION WOULD YOU TAKE?

Directions: In the following examples, check the action you think would be best.

A. Larry has worked at Bay City Shoe Co. for three days. On the third day some of the guys go out to lunch together. They don't ask Larry to come along. Larry should:

_____1. Send them a memo.

_____2. Run after them and say, "May I go, too?"

_____3. Wait a little longer until people know him better before taking action.

B. Tammy starts at the Alco Glove Factory. She is very anxious to make friends. She should:

_____1. Compliment the other girls on their clothes.

_____2. Bring donuts for everyone once a week.

_____3. Relax and wait for the seeds of friendship to sprout.

C. There's going to be a birthday party for the boss. A sheet with everyone's name on it is passed around, and people mark whether or not they can come. Joe sees the sheet. He is new and his name isn't on it. He should:

_____1. Believe he is not wanted at the party.

_____2. Tell the secretary who made up the sheet that she has forgotten his name.

_____3. Add his name to the list and mark whether or not he can come.

D. Sara wanted to be noticed. She should:

_____1. Wear unusual clothes.

_____2. Be patient and try quietly to express her personality by the things she says and does.

_____3. Talk loud and laugh a lot.

E. Dan is an expert jigsaw operator. Glen has a lot of trouble with it. Dan should:

_____1. Not try to help Glen because he thinks Glen might not like it.

_____2. Say "Hey, I used to have trouble with that. It's easier if you..." and show Glen a trick or two.

_____3. Tell Glen he's doing it wrong.

UNIT V

GETTING ALONG WITH CO-WORKERS

ASSIGNMENT SHEET 8--DIFFERENCE IN PERCEPTION

Directions: Read the following incident illustrating perception and then answer the questions below.

Ross and the Foreman

A foreman told a machine operator he was passing: "Better clean up around here." Ten minutes later, the foreman's assistant phoned: "Say, boss, isn't that bearing Ross is working on due up in engineering, pronto?"

"You bet your sweet life it is. Why?"

"He says you told him to drop it and sweep the place up. I thought I'd better make sure."

"Listen," the foreman shouted into the phone, "get him right back on that job. It's got to be ready in 20 minutes."

. . . What the foreman had in mind was for Ross to gather up the oily waste, which was a fire and accident hazard. This would not have taken more than a couple of minutes and there would have been plenty of time to finish the bearing.

1. What did the foreman mean when he said "Better clean up around here?"
2. What did Ross think he meant?
3. How could two people get different meanings from the same words?
4. How do you suppose Ross felt about the situation?
5. How do you suppose the foreman felt about it?

UNIT V

GETTING ALONG WITH CO-WORKERS

ASSIGNMENT SHEET 9--TOLERANCE LEVEL

Directions: Read the story about Bob and Tom. What are all of Tom's alternatives? Choose the alternative you think that Tom should have chosen, explaining why you think it is best.

Tom could not stand the way a fellow worker, Bob, was always bragging. It was a bad situation because Bob and Tom had to work together. Tom knew it was important that they get along; however, the situation seemed to be getting worse. Tom dreaded each day at work with Bob since he had to listen to Bob brag constantly. Tom believed that he had done everything he could to increase his tolerance level, but Bob forced Tom's tolerance window shut merely by his presence. At first Tom was ready to quit. However, he decided to take the first step in solving the problem by learning to separate the irritating behavior from the person. Tom believed he could like Bob if Bob didn't brag so much. Bragging was the problem, not Bob himself. After all, Bob did a lot of things Tom liked. For example, Bob carried his own weight at work. And when Tom's car was in the repair shop, it was Bob who first offered him rides home. The problem wasn't Bob as a person, but Bob's behavior.

UNIT V

GETTING ALONG WITH CO-WORKERS

TEST--PART 3

1. Place a "✓" in the blank at the left of each of the following statements that is true about human relations.

_____a. It is usually necessary to get along with others if we wish to meet our goals.

_____b. Being a good team member is not very important.

_____c. Companies like for their workers to get along with each other because it increases productivity.

_____d. Twenty-five percent of all jobs are lost because of poor human relations.

_____e. The way we get along with others is called human relations.

2. Write True or False in the blank at the left of each of the following statements:

_____a. People always say what they mean, no matter how they feel.

_____b. We can help others to feel better if we try.

_____c. People do not let feelings bother them on the job.

_____d. Learning to watch people and know how they feel helps us to understand them.

_____e. If you don't feel very good one day, it's o.k. to be hard to get along with at work.

_____f. It helps you get along with others if you are tactful.

_____g. It is a good habit to express feelings honestly if we feel we must express them.

_____h. Feelings are not bad, but the way we deal with them can be.

_____i. The way we feel does not change.

_____j. Two clues we can use to tell how someone feels are their facial expressions and the tone of their voices.

_____k. Some people can become ill because they don't know how to handle their feelings.

3. Choose the word from the list below that goes with each statement about perception and write it in the blank.

determine what we do

selective

related to our experiences

unique

change

personal

a. No two people are alike, so the perception of each is _______.

b. We, many times, see only things we think are important, so perception is ______________________.

c. We decide to do many things because of the impression we have of an event or a person, so perception can _________________ ___________________ _____________________ ___________________.

d. All the things we have learned affect how we perceive things, perception is ______________ ______________ _____________ __________________.

e. Because of our different moods and experiences we can understand that perception can __________________________________.

f. Because we look at things through our own eyes (point of view) we can understand that perception is ________________________.

4. Match the terms in the left column with the information in the right column by placing the correct letter in the blank at the left of each term.

_____a. tolerance level	(1) happy/high tolerance level
_____b. bad days	(2) amount of sleep
_____c. control	(3) how easily the behavior of co-workers bothers us
_____d. good days	(4) sad/low tolerance level

UNIT V

GETTING ALONG WITH CO-WORKERS

INFORMATION SHEET 4--THE INFORMAL ORGANIZATION

I. The informal organization.

- A. It is the result of personal relationships of workers to each other.
- B. It satisfies the need to belong.
- C. It gives emotional support to workers.
- D. It provides a guide for correct behavior.

II. The structure of the informal organization is determined by:

- A. The physical closeness of workers to each other.
- B. The opportunities for communication among co-workers.
- C. Common interests.
- D. Whether workers like each other.

III. Ways the informal organization can affect employees and their working relationships.

- A. Special relationships can help workers.
  1. Help them brush-up skills without going through formal lines of authority.
  2. Can provide group efforts to help get special jobs done more quickly.
  3. Can provide an efficient process for trading or sharing duties.
  4. Provides an informal recognition of workers' accomplishments.
- B. Takes care of social activity of co-workers.
  1. Social events during off-work hours.
  2. Celebration of holidays.
  3. Special lunch arrangements.

UNIT V

GETTING ALONG WITH CO-WORKERS

ASSIGNMENT SHEET 10--THE INFORMAL ORGANIZATION

Directions: Read the following examples of the informal organization. Using the sample organizational chart on the following sheet, draw lines connecting the persons who have relationships. Use a different color pen to connect each of the five groups of persons listed. The resulting jumble of lines will show you have complicated an informal organization can be, even in a small organization of eighteen members.

A. Raymond Lee, Sue Cox, Marcia Roderick, Arthur Brown, and Jose Cordoba have formed a bowling team in a local league. They have gotten to know each other and now call each other when a job needs to be done in a hurry.

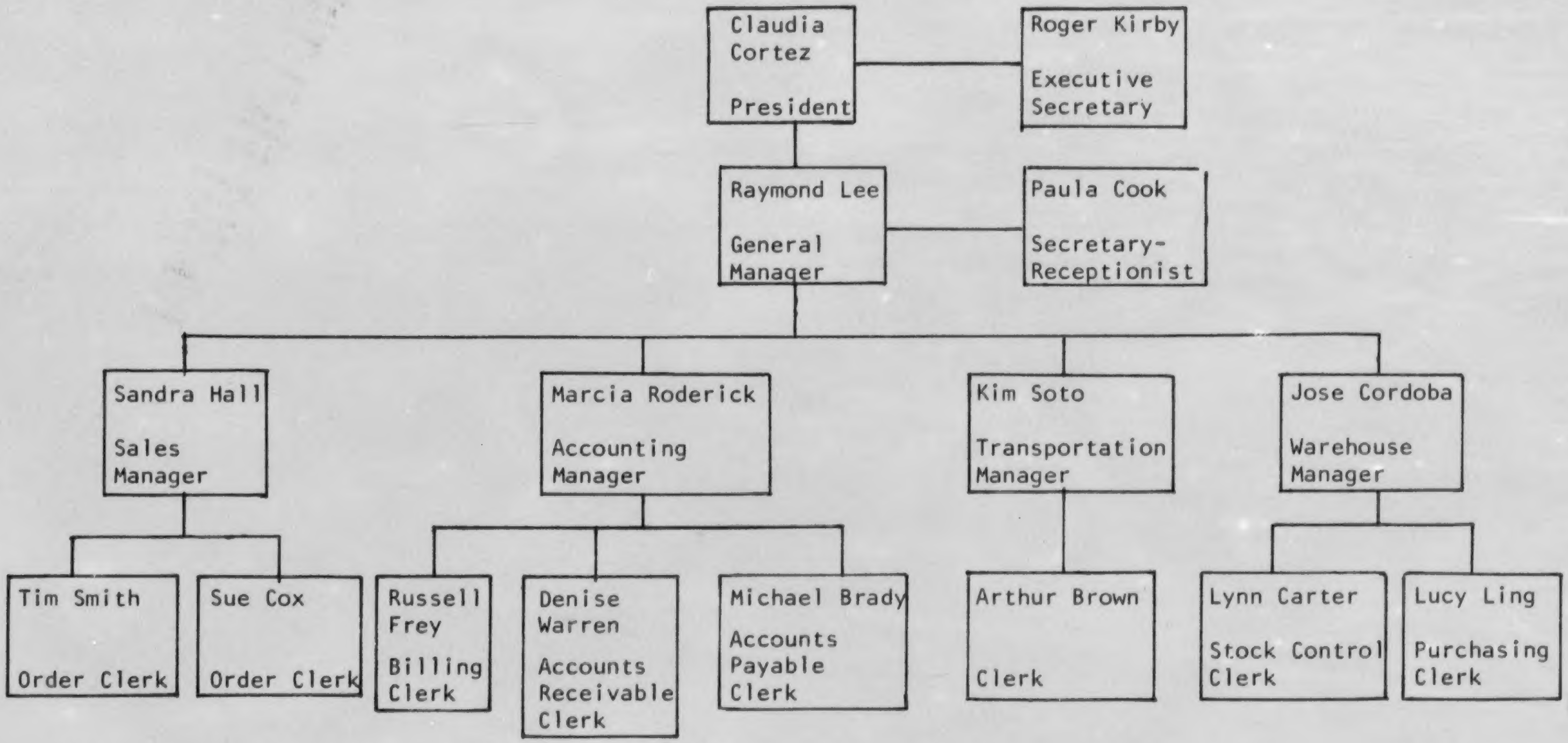
B. Russell Frey and Lynn Carter started a tradition of holding a party each month for those who have birthdays. They usually collect money from all employees and ask Michael Brady or Lucy Ling to bake a cake.

C. Since the Sales and Accounting Divisions are located close-together, Tim Smith had the idea of starting a coffee fund. Employees in both divisions pay a certain amount each month for coffee, cream, and sugar, and all employees in the two divisions take turns making the coffee.

D. Claudia Cortez and Sandra Hall have become good friends and often play tennis together.

E. Arthur Brown, Paula Cook, Lynn Carter, and Denise Warren have formed a car pool since they all live in the same neighborhood. They often talk about their jobs together and help each other with work problems.

SAMPLE ORGANIZATIONAL CHART


Claudia Cortez
President
Roger Kirby
Executive Secretary
Raymond Lee
General Manager
Paula Cook
Secretary-Receptionist
Sandra Hall
Sales Manager
Marcia Roderick
Accounting Manager
Kim Soto
Transportation Manager
Jose Cordoba
Warehouse Manager
Tim Smith
Order Clerk
Sue Cox
Order Clerk
Russell Frey
Billing Clerk
Denise Warren
Accounts Receivable Clerk
Michael Brady
Accounts Payable Clerk
Arthur Brown
Clerk
Lynn Carter
Stock Control Clerk
Lucy Ling
Purchasing Clerk

UNIT V

GETTING ALONG WITH CO-WORKERS

TEST--PART 4

1. Place an "I" before the statements that describe the informal organization.

_____a. Is the result of personal relationships.

_____b. Formal authority found in the position.

_____c. Helps give workers a sense of belonging and support.

_____d. Provides a guide for correct behavior.

_____e. Well-defined lines of authority.

_____f. Helps workers learn their jobs more quickly.

2. Place a "✓" before the statements that describe how the informal organization affects working relationships.

_____a. Organizes social events during off-work hours.

_____b. Organizes group efforts to handle special jobs.

_____c. Determines how the supervisor does his/her job.

_____d. Provides an efficient process for trading or sharing of duties.

_____e. Reveals whether workers like each other.

_____f. Helps workers brush-up on skills without going through formal lines of authority.

_____g. Helps strengthen common interests.

_____h. Shows opportunities for communication.

UNIT VI

SALARIES: WHERE DO THEY GO?

UNIT OBJECTIVE

After completing this unit, the student will be able to explain the various payroll time periods and methods of being paid for work, as well as the common fringe benefits that are offered by employers. The student will be able to fill out a Form W-4 as well as identify and explain the items included on a paycheck and stub. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student will be able to:

1. Match terms and definitions associated with a payroll and payroll deductions.
2. Point out the five common pay periods.
3. Select the methods of payment an employee could receive.
4. Point out the types of fringe benefits the employee may expect to receive.
5. Point out the items found on a typical paycheck and stub.
6. Match the types of involuntary deductions to the correct description.
7. Point out the types of voluntary deductions.

UNIT VI

SALARIES: WHERE DO THEY GO?

NOTES TO THE COORDINATOR

I. Objective sheet

  A. Discuss the unit objective with the students.

  B. Discuss each specific objective.

  C. Have the students complete the objectives in a sequence best suited to your classroom.

  D. Add other objectives necessary to fully meet the needs of the unit and students.

II. Information and assignment sheets

  A. INFORMATION SHEET 1--PAYROLL TERMS

    1. Discuss the terms and definitions with the students.

    2. Provide additional information for the more difficult terms.

    3. Use ASSIGNMENT SHEET 1--IDENTIFYING PAYROLL TERMS to reinforce this area of information.

  B. INFORMATION SHEET 2--GETTING PAID FOR YOUR JOB

    1. Discuss the pay periods at each student's training station.

    2. Explain how to handle discounts and tips as payment.

    3. Use ASSIGNMENT SHEET 2--SPEAKING OF SALARIES to stimulate discussion on these topics.

    4. Discuss other fringe benefits offered by some employers and why they should be considered.

    5. Show examples of typical paycheck stubs.

    (Transparency 1--INFORMATION ON A PAYCHECK)

    6. Explain the importance of keeping and checking each part of a checkstub for accuracy.

    7. Use ASSIGNMENT SHEET 3--LOCATING INFORMATION ON A CHECK AND STUB to reinforce this area of information.

    8. Explain how Workman's Compensation assists the employee.

C. INFORMATION SHEET 3--DEDUCTIONS

1. Discuss the involuntary deductions that the students pay.

2. Discuss Social Security and the two parts of the act.

3. Provide a sample Form W-4 for the students (Transparency 2--Form W-4.)

4. Discuss voluntary deductions the students are eligible to pay and the benefit to them.

5. Have students to complete the following assignment sheets to reinforce this area of information.

a. ASSIGNMENT SHEET 4--DEDUCTIONS: VOLUNTARY OR INVOLUNTARY?

b. ASSIGNMENT SHEET 5--FILLING OUT THE FORM W-4

III. Unit test

A. The test is divided into three parts.

B. Various approaches may be used in testing.

1. The test may be given orally to check students understanding of the information presented.

2. Each part of the test may be given as the student completes studying the information on one information sheet.

3. Give the entire test upon completion of all the information sheets in the unit.

4. Additional assignments can be given to reinforce areas the students did not understand.

C. Add test parts to any additional information area added to the unit.

IV. Answers to evaluation

A. Answers are based on the total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional evaluation parts.

V. References

A. Sullivan, Betty. Payroll Deductions. Seattle: United Graphics, Inc., 1974.

B. Tyson, Kenneth. All About Jobs. Johnstown: Mafex Associates, Inc., 1974.

C. Wilson, Maurice E. Growing On The Job. Dallas: McGraw-Hill Book Co., 1977.

UNIT VI

SALARIES: WHERE DO THEY GO?

ANSWERS TO ASSIGNMENT SHEETS

Assignment 1

A. 2
B. 1
C. 3
D. 3
E. 2
F. 3
G. 3
H. 2

Assignment 2

Answered to the satisfaction of the instructor.

Assignment 3

A. 004
B. 80
C. $1,257
D. $590
E. The Overall Overhaul
F. $33.91
G. $45
H. $424.49
I. Evans
J. $165.51

Assignment 4

A. I
B. V
C. V
D. I
E. V
F. I
G. I
H. V
I. I
J. I

Assignment 5

Evaluated to the satisfaction of the instructor.

UNIT VI

SALARIES: WHERE DO THEY GO?

ANSWERS TO TEST

Part 1

1. e
2. d
3. h
6. a
5. g
6. f
7. c
8. b

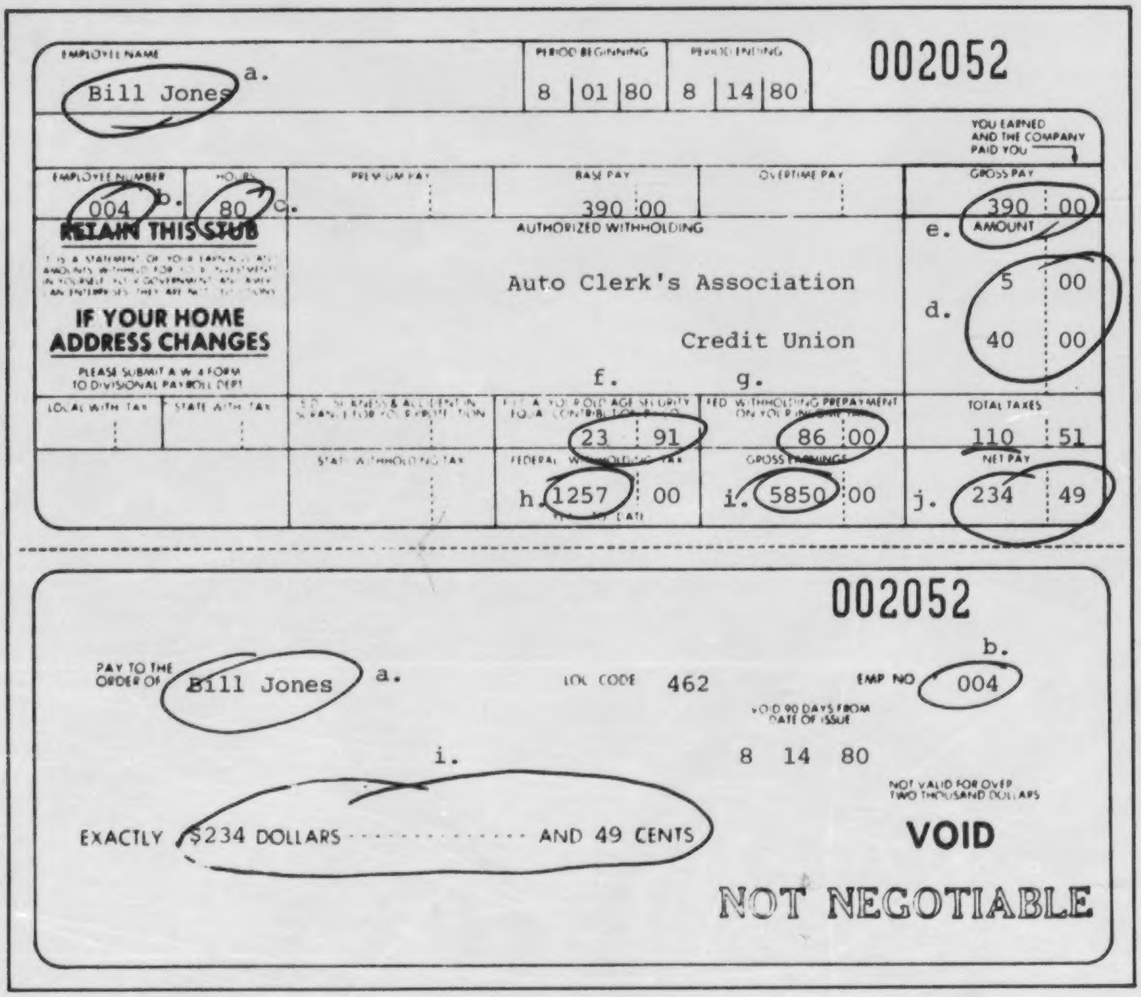
Part 2

1. a.
   b. ✓
   c. ✓
   d. ✓
   e. ✓
   f.
   g. ✓

2. a.
   b.
   c.
   e.

3. a. yes
   b. yes
   c. no
   d. yes
   e. yes
   f. yes
   g. yes
   h. yes
   i. yes
   j. yes
   k. no
   l. yes

4.



EMPLOYEE NAME
Bill Jones a.
PERIOD BEGINNING 8 01 80
PERIOD ENDING 8 14 80
002052

YOU EARNED AND THE COMPANY PAID YOU

EMPLOYEE NUMBER	HOURS	PREMIUM PAY	BASE PAY	OVERTIME PAY	GROSS PAY
004 b.	80 c.		390 00		390 00

RETAIN THIS STUB

IF YOUR HOME ADDRESS CHANGES

PLEASE SUBMIT A W-4 FORM TO DIVISIONAL PAYROLL DEPT

AUTHORIZED WITHHOLDING	e. AMOUNT
Auto Clerk's Association	d. 5 00
Credit Union	40 00

f. g.

LOCAL WITH. TAX	STATE WITH. TAX	SICKNESS & ACCIDENT INSURANCE FOR YOUR PROTECTION	F.I.C.A. YOUR OLD AGE SECURITY EQUAL CONTRIBUTION	FED. WITHHOLDING PREPAYMENT ON YOUR INCOME TAX	TOTAL TAXES
			23 91	86 00	110 51
		STATE WITHHOLDING TAX	FEDERAL WITHHOLDING TAX	GROSS EARNINGS	NET PAY
			h. 1257 00	i. 5850 00	j. 234 49

YEAR TO DATE

002052

b.

PAY TO THE ORDER OF Bill Jones a.
LOC CODE 462
EMP NO 004

VOID 90 DAYS FROM DATE OF ISSUE
i. 8 14 80

NOT VALID FOR OVER TWO THOUSAND DOLLARS

EXACTLY $234 DOLLARS .... AND 49 CENTS

VOID

NOT NEGOTIABLE

Part 3

1. a. 3
   b. 1
   c. 5
   d. 2
   e. 4

2. [✓ a.]
   b.
   [✓ c.]
   [✓ d.]
   [✓ e.]
   f.
   [✓ g.]

UNIT VI

SALARIES: WHERE DO THEY GO?

INFORMATION SHEET 1--PAYROLL TERMS AND DEFINITIONS

A. "Closed" Shop--An industry which has a contract between the company and the union stating all employees must be members of the union in order to work for that business.

B. Federal Withholding Tax--Income tax withheld from an employee's pay check.

C. Form W-4--Form used by Internal Revenue Service and employer to show how much withholding tax to keep from the employee's check.

(NOTE: Form is filled out by employee when new job is started).

D. Fringe Benefits--Payment the employee receives from employer other than wages.

E. Garnishment--A procedure through which a person or firm can arrange to have money you owe deducted from your pay.

(NOTE: A creditor must get a court order to enact this procedure).

F. Health Insurance--Insurance to take care of any medical expenses while working for an employer.

(NOTE: Health Insurance may be paid by the employer as a fringe benefit, or the employee might pay the full amount or a portion of his/her insurance if he/she wants to carry it).

G. "Open" Shop--An employer has no contract with a union and the employees have a choice as to joining the union involved with the business.

H. Pay periods--The specific time between payroll checks.

I. Social Security--Federal insurance paid by the employer and employee in equal amounts to cover retirements, survivors, disability, and medical/hospital care for the retired.

J. State and City Income Taxes--Taxes on wages, interest, and other types of income levied by some states and cities.

(NOTE: This tax is an addition to federal income tax).

K. Workman's Compensation--("Workman's Comp.") Insures the employee while on the job against accidents or illness related to the job or job caused.

(NOTE: The employer pays for workman's compensation).

UNIT VI

SALARIES: WHERE DO THEY GO?

ASSIGNMENT SHEET 1--IDENTIFYING PAYROLL TERMS

Directions: Select the word or words that best completes each statement below.

A. An industry which has a contract between the company and the union stating that all employees must be members of the union is a ____________________.

1. open shop.

2. closed shop.

3. union job.

B. ________ ______ are payments the employee receives other than wages.

1. Fringe benefits

2. Withholding tax

3. Social Security

C. Money that is deducted from your pay at the request of a person or firm is a _______________.

1. hold-out.

2. compensation.

3. garnishment.

D. Federal insurance paid by the employer and employee in equal amounts to cover retirement, survivors, disability, and medical/hospital care for the retired is ________ __________.

1. health insurance.

2. workman's compensation.

3. Social Security.

E. The specific time between payroll checks is _______________.

1. a long time.

2. pay period.

3. time frame.

F. The taxes on wages, interest, other income that are levied in addition to income tax are the __________ __________ __________ ______________ _____________.

1. town and country income taxes.

2. employer and employee income taxes.

3. state and city income taxes.

G. A form used by the employer to show how much withholding tax to keep from the employee's check is the Form __________.

1. 1040.

2. WD-40.

3. W-4.

H. _____________ ____________ provides insurance for the employee while on the job against accidents or illness related to the job or job caused.

1. Fringe Benefits

2. Workman's Compensation

3. Hard hats

UNIT VI

SALARIES: WHERE DO THEY GO?

TEST PART 1

Directions: Match the correct term with the best possible definition.

1. _____ "Closed Shop"
2. _____ Garnishment
3. _____ Workmen Compensation
4. _____ "Open Shop"
5. _____ Form W-4
6. _____ Federal Withholding Tax
7. _____ Fringe Benefits
8. _____ Social Security

a. Employer has no contract with union.

b. Federal insurance for disability and retirement.

c. Compensation other than wages.

d. Court order to remove money from your check.

e. Employer has a contract with union.

f. Income tax withheld from your paycheck.

g. Form used to determine amount of withholding tax.

h. Insures the employee while on the job against accidents.

UNIT VI

SALARIES: WHERE DO THEY GO?

INFORMATION SHEET 2--GETTING PAID FOR YOUR JOB

I. Common pay periods

  A. Weekly

  B. Bi-weekly
  (Every two weeks)

  C. Semi-monthly
  (Twice a month)

  D. Monthly

  E. Contract (When work is completed)

II. Methods of payment

  A. Check

  B. Cash

  (NOTE: Cash is usually put in an envelope with a statement of deductions).

  C. Discount on goods and services.

  (NOTE: Most of the time this is counted only as a portion of the employees pay).

  D. Tips

  (NOTE: Some restaurants allow tips to cover the majority of the employee's salary, making up the difference only if tips do not exceed the minimum wage).

III. Fringe Benefits

  A. Paid holidays

  B. Paid sick days

  C. Paid vacation

  D. Partial paid or paid health insurance

  E. Pension plan

  F. Workman's Compensation Insurance

G. Employer's share of Social Security.

H. Uniforms

I. Expenses

(NOTE: Travel or other expenses from the employee's own pocket).

J. Tips

(NOTE: When tips are not included as a part of the salary).

K. Bonuses

IV. Items found on a typical paycheck

A. Employee name

B. Employee number

C. Hours worked

D. Authorized withholdings (voluntary)

E. Gross earnings (For the year to date)

F. F.I.C.A. (Social Security)

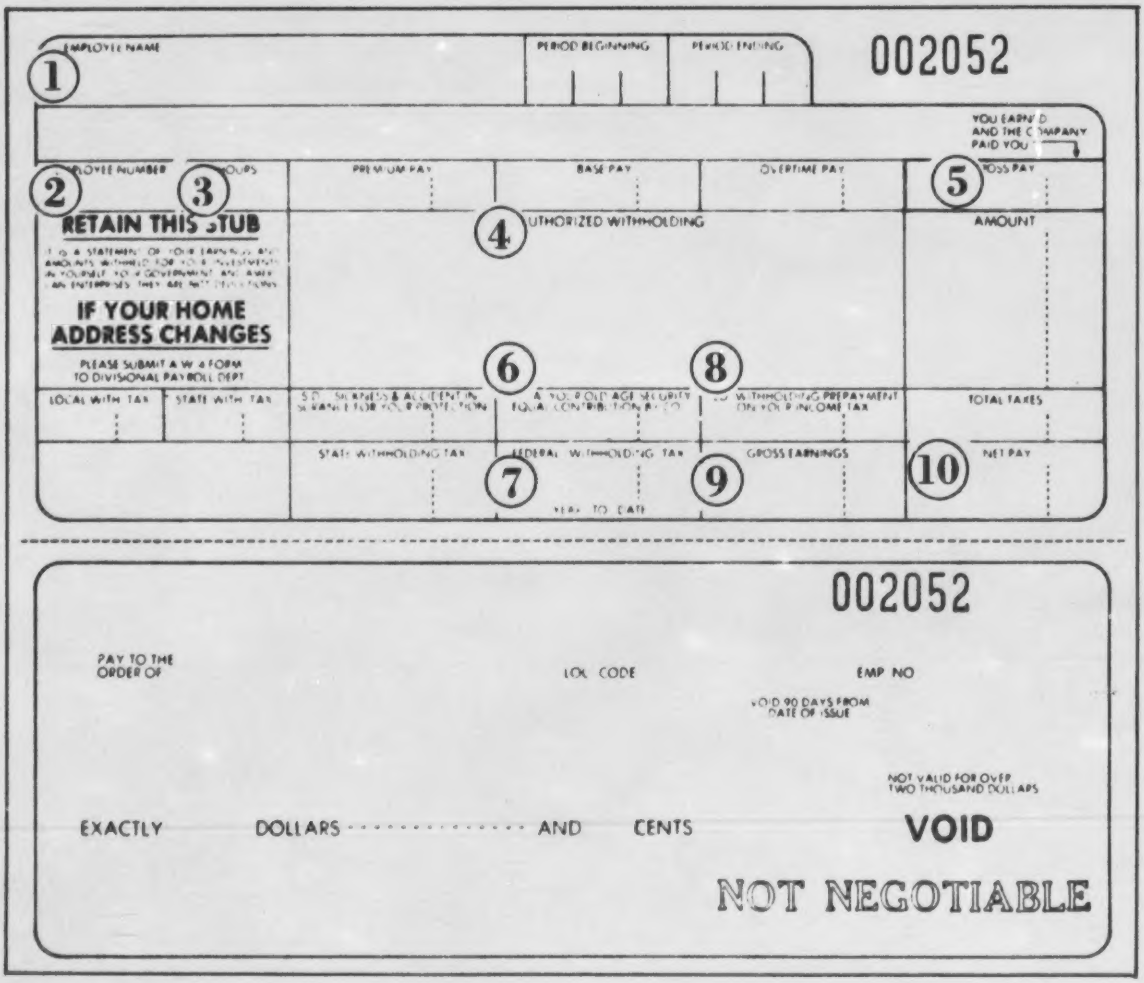
G. Federal Withholding (Pre-payment on income tax)

H. Federal Withholding (For the year to date)

I. Gross pay (For the pay period)

J. Net pay

INFORMATION ON A PAYCHECK


①
②
③
④
⑤
⑥
⑦
⑧
⑨
⑩

EMPLOYEE NAME

PERIOD BEGINNING

PERIOD ENDING

002052

YOU EARNED AND THE COMPANY PAID YOU

PLOYEE NUMBER

OURS

PREMIUM PAY

BASE PAY

OVERTIME PAY

OSS PAY

RETAIN THIS STUB

IT IS A STATEMENT OF YOUR EARNINGS AND AMOUNTS WITHHELD FOR YOUR INVESTMENTS IN YOURSELF, YOUR GOVERNMENT AND AMERICAN ENTERPRISES. THEY ARE NOT DEDUCTIONS

IF YOUR HOME ADDRESS CHANGES

PLEASE SUBMIT A W-4 FORM TO DIVISIONAL PAYROLL DEPT

UTHORIZED WITHHOLDING

AMOUNT

LOCAL WITH TAX

STATE WITH TAX

S.D.I. SICKNESS & ACCIDENT INSURANCE FOR YOUR PROTECTION

F.I.C.A. YOUR OLD AGE SECURITY EQUAL CONTRIBUTION BY CO.

U.S. WITHHOLDING PREPAYMENT ON YOUR INCOME TAX

TOTAL TAXES

STATE WITHHOLDING TAX

FEDERAL WITHHOLDING TAX

GROSS EARNINGS

NET PAY

YEAR TO DATE

002052

PAY TO THE ORDER OF

LOC CODE

EMP NO

VOID 90 DAYS FROM DATE OF ISSUE

NOT VALID FOR OVER TWO THOUSAND DOLLARS

EXACTLY DOLLARS ·············· AND CENTS

VOID

NOT NEGOTIABLE

UNIT VI

SALARIES: WHERE DO THEY GO?

ASSIGNMENT SHEET 2--SPEAKING OF SALARIES!

A. What length of pay period would you want? Finish the sentence below.

I wish that I had ______________________________

______________________________ because ____________

____

____

B. How would you like to get paid? Finish the sentence.

I like to receive may pay in the form of ______________

____

because ______________________________

____

C. List the 4 fringe benefits you feel are most important. Think in terms of a full-time job!

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

D. List the fringe benefits at your training station.

a. ______________________________

b. ______________________________

c. ______________________________

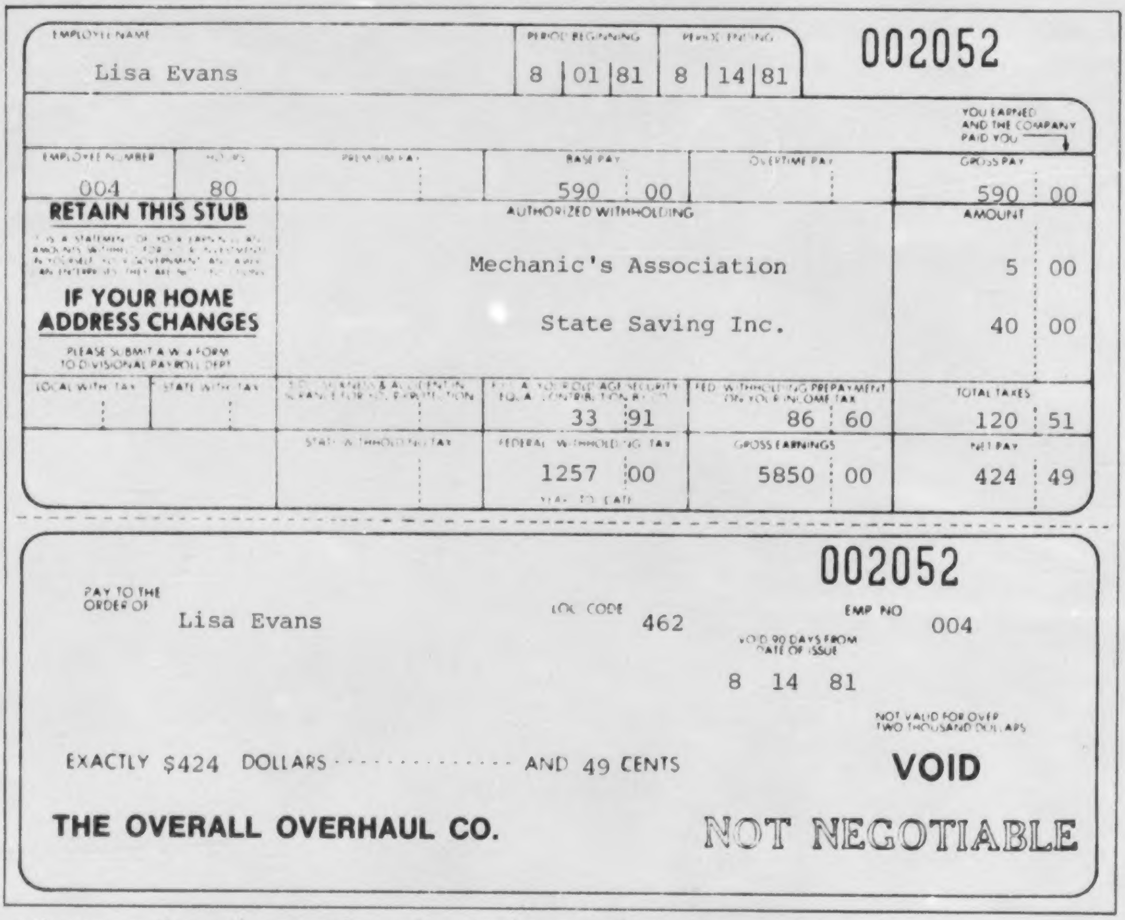
d. ______________________________

UNIT VI

SALARIES: WHERE DO THEY GO?

ASSIGNMENT SHEET 3--LOCATING INFORMATION ON A CHECK AND STUB

Directions: Study the check and stub below. Answer the following questions concerning the example.



EMPLOYEE NAME: Lisa Evans
PERIOD BEGINNING: 8 | 01 | 81
PERIOD ENDING: 8 | 14 | 81
002052

YOU EARNED AND THE COMPANY PAID YOU

EMPLOYEE NUMBER	HOURS	PREMIUM PAY	BASE PAY	OVERTIME PAY	GROSS PAY
004	80		590 00		590 00

RETAIN THIS STUB

IF YOUR HOME ADDRESS CHANGES

PLEASE SUBMIT A W-4 FORM TO DIVISIONAL PAYROLL DEPT

AUTHORIZED WITHHOLDING	AMOUNT
Mechanic's Association	5 00
State Saving Inc.	40 00

LOCAL WITH. TAX	STATE WITH. TAX		FICA	FED. WITHHOLDING PREPAYMENT ON YOUR INCOME TAX	TOTAL TAXES
			33 91	86 60	120 51

STATE WITHHOLDING TAX	FEDERAL WITHHOLDING TAX	GROSS EARNINGS	NET PAY
	1257 00	5850 00	424 49

YEAR TO DATE

002052

PAY TO THE ORDER OF Lisa Evans
LOC. CODE 462
EMP NO 004
VOID 90 DAYS FROM DATE OF ISSUE
8 14 81
NOT VALID FOR OVER TWO THOUSAND DOLLARS

EXACTLY $424 DOLLARS ··············· AND 49 CENTS

VOID

THE OVERALL OVERHAUL CO.

NOT NEGOTIABLE

A. What number is assigned to the employee?______________

B. How many hours has the employee received pay for?_____________

C. How much federal withholding tax has been taken out of all checks this year?_______________

D. What is the gross pay received by the employee?____________

E. What is the name of the training station where the employee works?
____

F. How much Social Security was held out of the check?_____________

G. What is the total voluntary withholdings from the check?_________

H. How much money did the employee take home?________________

I. What is the employee's last name?___________________

J. What is the total voluntary and involuntary deductions?_________

UNIT VI

SALARIES: WHERE DO THEY GO?

TEST PART 2

1. Point out the five common pay periods by placing a "✓" in front of each.

    _____a. Daily

    _____b. Weekly

    _____c. Bi-weekly

    _____d. Semi-monthly

    _____e. Monthly

    _____f. Yearly

    _____g. Contract

2. Select the methods of payment an employee could receive by circling the correct answers below.

    a. Check

    b. Cash

    c. Discounts on goods and services

    d. Days off

    e. Tips

    f. Free show tickets

3. Point out the types of fringe benefits the employee may expect to receive on the job by answering "yes" or "no" to each listed below.

    _____a. Paid holidays

    _____b. Paid sick days

    _____c. Time off for the bowling team

    _____d. Paid vacation

    _____e. Partial paid or paid health insurance

    _____f. Pension plan

    _____g. Workman's Compensation Insurance

    _____h. Employers share of Social Security _____i. Uniforms

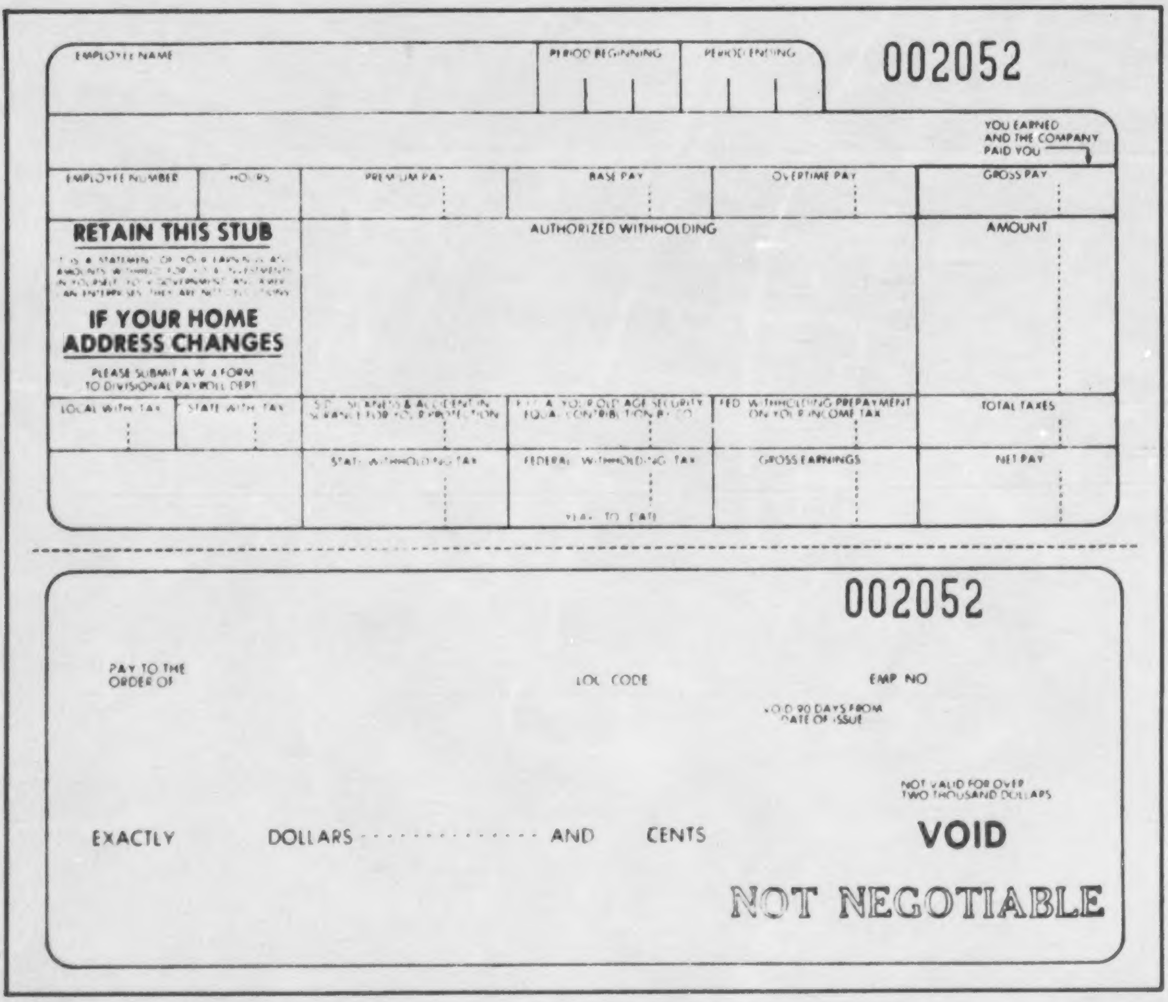
_____j. Travel expenses

_____k. Long coffee breaks

_____l. Bonuses

4. Point out the items found on a typical paycheck and stub by circling and lettering each of the items listed on the sample paycheck shown below.

a.	Employee name	f.	Social Security
b.	Employee number	g.	Federal withholding
c.	Hours	h.	Total federal withholding
d.	Authorized withholdings	i.	Gross pay
e.	Gross earnings	j.	Net pay



EMPLOYEE NAME
PERIOD BEGINNING
PERIOD ENDING
002052

YOU EARNED AND THE COMPANY PAID YOU

EMPLOYEE NUMBER	HOURS	PREMIUM PAY	BASE PAY	OVERTIME PAY	GROSS PAY

RETAIN THIS STUB

IF YOUR HOME ADDRESS CHANGES

PLEASE SUBMIT A W-4 FORM TO DIVISIONAL PAYROLL DEPT.

AUTHORIZED WITHHOLDING

AMOUNT

LOCAL WITH. TAX	STATE WITH. TAX	S.D.I. SICKNESS & ACCIDENT INSURANCE FOR YOUR PROTECTION	F.I.C.A. YOUR OLD AGE SECURITY EQUAL CONTRIBUTION BY CO.	FED. WITHHOLDING PREPAYMENT ON YOUR INCOME TAX	TOTAL TAXES

	STATE WITHHOLDING TAX	FEDERAL WITHHOLDING TAX	GROSS EARNINGS	NET PAY

YEAR TO DATE

002052

PAY TO THE ORDER OF
LOC. CODE
EMP. NO.
VOID 90 DAYS FROM DATE OF ISSUE
NOT VALID FOR OVER TWO THOUSAND DOLLARS
EXACTLY DOLLARS . . . . AND CENTS
VOID
NOT NEGOTIABLE

UNIT VI

SALARIES: WHERE DO THEY GO?

INFORMATION SHEET 3--DEDUCTIONS

I. Types of involuntary deductions

  A. F.I.C.A.--Commonly called Social Security, F.I.C.A. stands for Federal Insurance Contributions Act.

  (NOTE: The letters F.I.C.A. will be used rather than "Social Security" on check stubs).

    1. Part One--The 1935 Social Security Act provided:

      a. Retirement payment for employees.

      b. Payments to the family if the employee dies.

      c. Disability payments if the employee is injured on the job or as a result of work done on the job.

      (NOTE: Disability may be mental as well as physical).

    2. Part Two--The 1966 Social Security Act provided:

    (NOTE: Medicare Insurance)

      a. Hospital care for the retired.

      b. Medical care for the retired.

      (NOTE: The employer matches the amount of money taken out of your check for F.I.C.A. and actually pays one-half of your Social Security).

  B. Federal Withholding Tax--Income tax

    1. Began in 1913 with the passing of the 16th Amendment of the constitution.

    2. Form W-4

    (NOTE: Employee's Withholding Allowance Certificate).

      a. Form W-4 lets the Internal Revenue Service and your employer know the number of dependents (allowances) you are claiming.

      b. A new Form W-4 is filled out with each job, even if you have more than one job.

      c. Form W-4 can be changed to add to or drop dependents you are already claiming.

- C. State and city income taxes--A tax imposed on personal property by a state or city.

- D. Union dues in a "closed shop" job.

  (NOTE: Company and union have a contract).

- E. Garnishment

  1. A request by a firm for payment of a debt.

     (NOTE: The amount cannot be more than 25 percent of your net income).

  2. A court order is necessary to garnish an employee's wages.

II. Voluntary deductions

- A. Group Health Insurance and Life Insurance

  (NOTE: Partial payment of premium may be made by employer. Group health insurance usually costs you less).

- B. Credit Unions

  (NOTE: Companies with Credit Unions will withhold savings for you as well as payments and loans).

- C. Association dues and Union dues

  (NOTE: Certain trades and professions have voluntary organizations and certain companies have "open shops" if there is no contract with a union).

- D. Charitable Organizations

  (NOTE: Payroll deductions make it easier to give and certain companies try to meet set goals for certain charities).

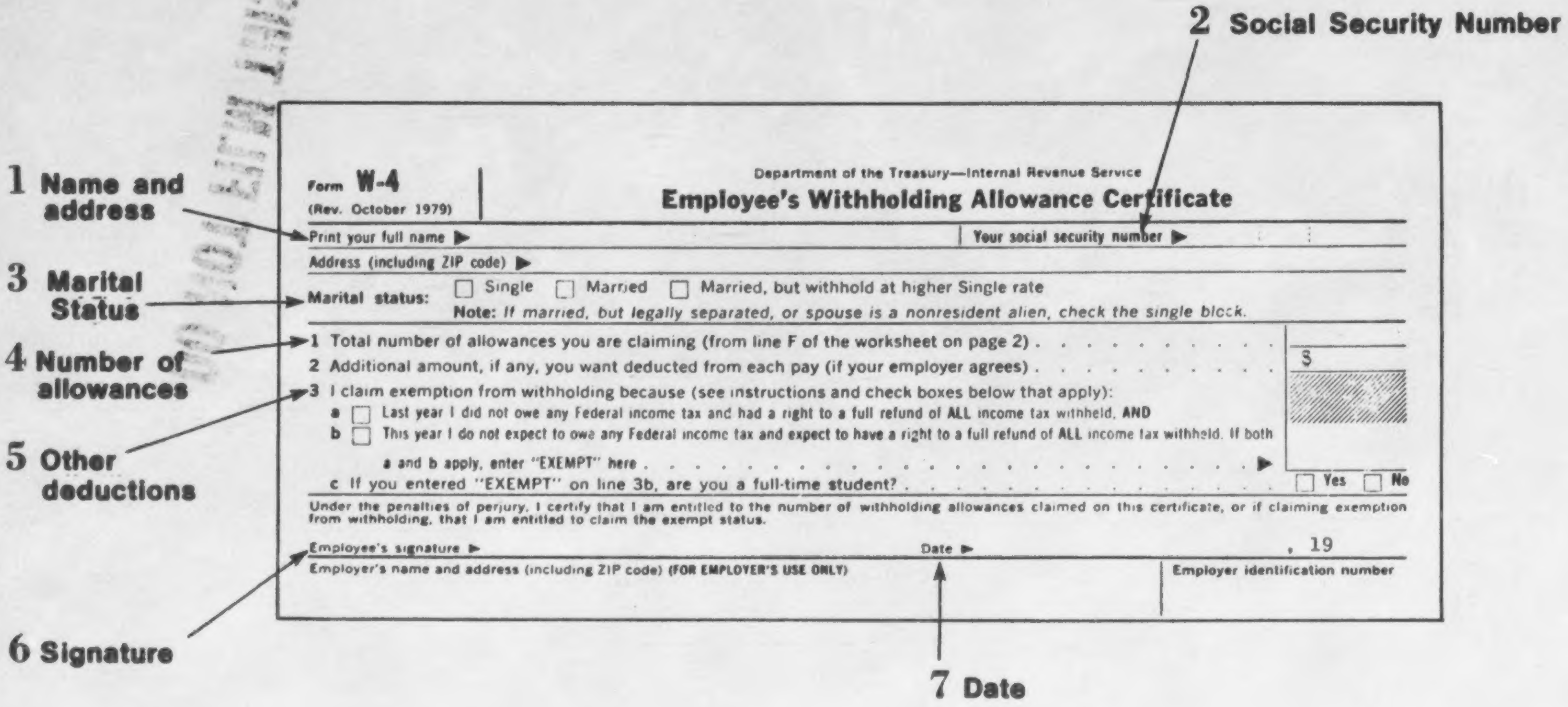
- E. Retirement Fund

  (NOTE: Certain companies offer a flexible retirement fund plan on a voluntary basis along with Social Security. Some occupations offer their own retirement plan and are not a part of Social Security System).

- F. Automatic Savings

  (NOTE: Company deducts a set sum of money from each paycheck and will deposit it into a savings account for them).

FORM W-4


2 Social Security Number
1 Name and address
3 Marital Status
4 Number of allowances
5 Other deductions
6 Signature
7 Date

Form **W-4**
(Rev. October 1979)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

Print your full name ▶ | Your social security number ▶

Address (including ZIP code) ▶

Marital status: ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate

Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block.*

1 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . .

2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $

3 I claim exemption from withholding because (see instructions and check boxes below that apply):

a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of ALL income tax withheld, AND

b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of ALL income tax withheld. If both a and b apply, enter "EXEMPT" here . . . . ▶

c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . ☐ Yes ☐ No

Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

Employee's signature ▶ Date ▶ , 19

Employer's name and address (including ZIP code) (FOR EMPLOYER'S USE ONLY) | Employer identification number

SALARIES: WHERE DO THEY GO?

ASSIGNMENT SHEET 4--DEDUCTIONS: VOLUNTARY OR INVOLUNTARY

Directions: Put a "V" in the box beside those deductions which are voluntary and an "I" beside those deductions which are involuntary.

	Voluntary	Involuntary
A. F.I.C.A.		
B. Charitable Organization		
C. Credit Union		
D. Federal Withholding Tax		
E. Automatic Savings		
F. State Income Tax		
G. Group Health Insurance		
H. Union Dues In An "Open Shop"		
I. Union Dues In A "Closed Shop"		
J. Court-Ordered Garnishment		

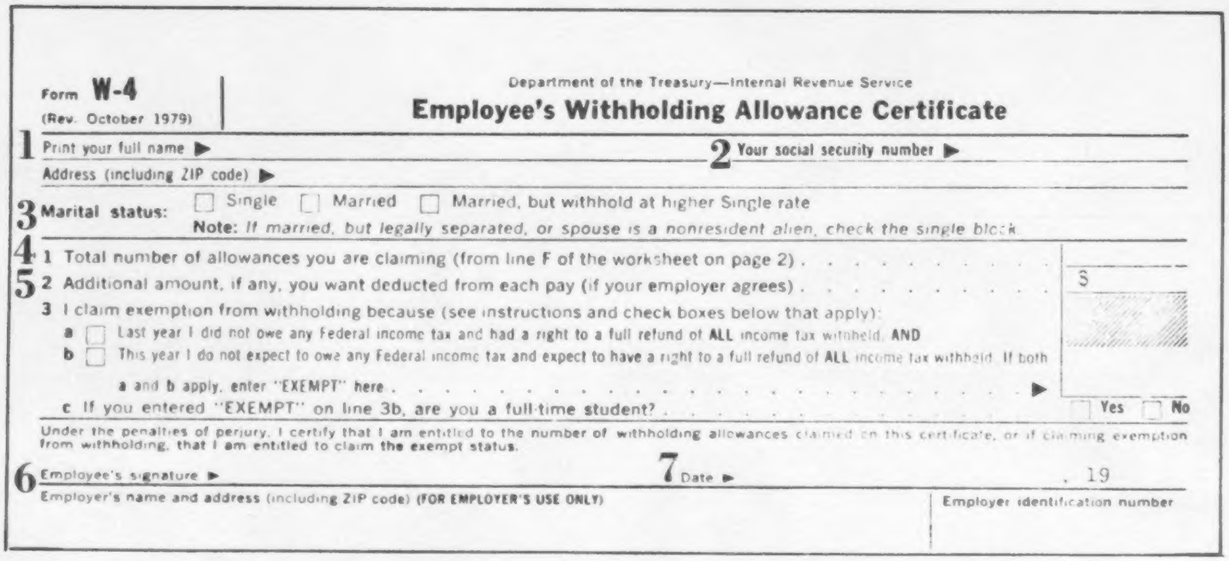
UNIT VI

SALARIES: WHERE DO THEY GO?

ASSIGNMENT SHEET 5--FILLING OUT THE FORM W-4

Directions: Carefully look at the sample Form W-4 below. Notice each item listed below. Remember, if you were filling out this W-4 form, the money and allowances involved would be yours. Carefully fill out each item after you have read what information is requested.

1. Name and address
2. Social Security Number
3. Marital status
4. Number of allowances claimed
5. Additional money deducted from your paycheck
6. Signature
7. Date



Form **W-4**
(Rev. October 1979)

Department of the Treasury—Internal Revenue Service

Employee's Withholding Allowance Certificate

1 Print your full name ▶
2 Your social security number ▶
Address (including ZIP code) ▶

3 **Marital status:** ☐ Single ☐ Married ☐ Married, but withhold at higher Single rate
Note: *If married, but legally separated, or spouse is a nonresident alien, check the single block*

4 1 Total number of allowances you are claiming (from line F of the worksheet on page 2) . . . .
5 2 Additional amount, if any, you want deducted from each pay (if your employer agrees) . . . . $
3 I claim exemption from withholding because (see instructions and check boxes below that apply):
a ☐ Last year I did not owe any Federal income tax and had a right to a full refund of **ALL** income tax withheld, **AND**
b ☐ This year I do not expect to owe any Federal income tax and expect to have a right to a full refund of **ALL** income tax withheld. If both a and b apply, enter "EXEMPT" here . . . . ▶
c If you entered "EXEMPT" on line 3b, are you a full-time student? . . . . ☐ Yes ☐ No

Under the penalties of perjury, I certify that I am entitled to the number of withholding allowances claimed on this certificate, or if claiming exemption from withholding, that I am entitled to claim the exempt status.

6 Employee's signature ▶ 7 Date ▶ , 19

Employer's name and address (including ZIP code) (FOR EMPLOYER'S USE ONLY)
Employer identification number

UNIT VI

SALARIES: WHERE DO THEY GO?

TEST PART 3

1. Match the types of involuntary deductions to the correct description by writing the number of each in the correct blank on the left.

_____a. Social Security

_____b. Income tax

_____c. Money paid in a "closed shop" job

_____d. Amount withheld at a firms request

_____e. A tax on personal property by a city or state

1. Federal Withholding Tax
2. Garnishment
3. FICA
4. State and city income tax
5. Union Dues

2. Point out the types of voluntary deductions by circling the correct answers below.

a. Group Health and Life Insurance

b. Social Security

c. Association and Union Dues

d. Charitable organizations

e. Retirement Fund

f. Garnishment

g. Automatic savings

UNIT VII

CHANGING JOBS AND RESIGNATIONS

UNIT OBJECTIVES

After completing this unit, the student will be able to identify terms, definitions and procedures involved in changing jobs and submitting resignations; discuss acceptable and unacceptable reasons for changing jobs; and how to write an appropriate letter of resignation. This knowledge will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student will be able to:

1. Match terms associated with changing jobs and resignations.
2. Identify acceptable reasons for changing jobs.
3. Discuss unacceptable reasons for changing jobs.
4. Point out items to be considered before changing jobs.
5. Identify the procedure to follow when a job is terminated.
6. List appropriate items of information to be included in a letter of resignation.

UNIT VII

CHANGING JOBS AND RESIGNATIONS

NOTES TO THE COORDINATOR

I. Objective sheet

- A. Discuss the unit objective with the student.
- B. Discuss each specific objective.
- C. Have the student complete the objectives in a sequence best suited to your classroom.
- D. Add any objectives necessary to fully meet the needs of the unit and the student.

II. Information and Assignment Sheets

- A. INFORMATION SHEET 1--TERMS AND DEFINITIONS
  1. Have students look up the terms in a dictionary for additional understanding.
  2. Have a spelling test or spelling bee to practice correct spelling.
  3. Discuss each term and explain different situations where the word would be used.
  4. Play "Password" with the terms.
  5. Have the student write sentences using the terms.
  6. Use ASSIGNMENT SHEET 1--TERMS TO KNOW to reinforce this area of information.
- B. INFORMATION SHEET 2--WHEN YOU CHANGE JOBS
  1. Use TRANSPARENCY 1--BEFORE YOU QUIT to promote class discussion.
  2. Use ASSIGNMENT SHEET 2--KNOW WHEN TO CHANGE JOBS to reinforce this area of information.
     - a. Have the students role-play the situations in different ways to meet the varied needs of the students.
     - b. Have the class discuss solutions to the problems presented in the situations.
  3. Have several workers who have changed jobs speak to the class about their reasons for changing jobs and the problems that arise.

C. INFORMATION SHEET 3--TERMINATING A JOB

1. Discuss reasons people lose their jobs and ask students to relate situations they have witnessed regarding the termination or leaving of an employee. (Be sure no names are mentioned.) How did the boss react? How did the employee act? How did the other workers react? Try to encourage the students to relate as many positive situations as they can.

2. Have several employers present a panel discussion to the class on the proper procedure for terminating a job.

3. Use the following transparencies to promote class discussions:

   a. TRANSPARENCY 2--IF YOU QUIT A JOB, DO NOT "TELL OFF" THE BOSS

   b. TRANSPARENCY 3--LOOK FOR WARNING SIGNS THAT YOUR JOB MIGHT BE TERMINATED

4. Use ASSIGNMENT SHEET 3--WORD SEARCH to reinforce this area of information.

D. INFORMATION SHEET 4--WRITING A LETTER OF RESIGNATION

1. Use TRANSPARENCY VII-4 as a sample letter of resignation and review it with the students.

2. Use ASSIGNMENT SHEET 4-WRITING A LETTER OF RESIGNATION to reinforce this area of information.

   a. Discuss the importance of writing an acceptable letter of resignation.

   b. Give examples of sentences that would not be appropriate for a letter of resignation. (i.e., "I am leaving this company because I think its rules and regulations are stupid and ridiculous!")

III. Answers to assignment sheets

A. Some of the assignment sheets will vary according to training and should be graded individually.

B. Some assignment sheets will not have specific answers but will depend on student participation.

IV. Unit Test

A. The test is divided into four parts.

1. Each part covers one information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

  1. Give each part of the test after the student has completed the information in one information area or sheet.

  2. Give the entire test upon completion of all the information and assignment sheets.

  3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to unit tests.

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. Berlye, Milton K. *Your Career in the World of Work*. Indianapolis: Howard K. Sams & Co. Inc., 1975.

B. Grimes, L.A., Jr. *Student's Personal Adjustment to Work. Austin, Texas: The University of Texas at Austin, 1973.*

C. *Economic and Societal Factors, Occupational Investigation Guide*, East Texas State University, Occupational Curriculum Laboratory, Commerce, Texas 1979.

UNIT VII

CHANGING JOBS AND RESIGNATIONS

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT 1

A. Termination
B. Buildings
C. Advancement
D. Job-hopper
E. Notice
F. Change
G. Ended
H. Layoff
I. Exit interview
J. Initiative
K. Adaptability

ASSIGNMENT 2

Evaluated to the satisfaction of the instructor.

Assignment 3

```
A C D M I S R E P R E S E N T A T I O N E
C E I O C A O D I B K E F I F I B M B O J
A B S E N C E S X C A R E L E S S B K T Q
B E L R A B B H C J D A J A G C W C H I T
V S O D F L P G H B F M H Y E O L D L C E
C R Y T R A N S F E R A J O B H O B P E R
N Q A S B Z I P A T E W E F S E P O Z F M
C E L C I Y C V C B S C L F B T L J Y A I
E C T H E F U B S F I R E D S E O N T U N
M X Y E H N F I N R G D P S J D O U N T A
P O P R Q M O T I O N A B D I Y T M P V T
N N I E G G X A O T A P K P S B M O T U I
T P V O R B A T T I T U D E S D N V I N O
A I U I N I T I A T I V E X T L I H A K N
G R T E Q Y E M C N O L M D A U T J T C W
K A T Z U A R N O C N I K A M B I T I O N
```

A. Notice
B. Resignation
C. Transfer
D. Layoff
E. Termination
F. Fired, attitude
G. Careless
H. Lazy
I. Absences
J. Initiative
K. Misrepresentation
L. Disloyalty
M. Ambition

Assignment 4

Evaluated to the satisfaction of the instructor.

UNIT VII

CHANGING JOBS AND RESIGNATIONS

ANSWERS TO UNIT TEST

PART 1

1. j
2. f
3. c
4. g
5. d
6. a
7. i
8. h
9. b
10. k
11. e

PART 2

1. a. x
   b.
   c. x
   d.
   e. x
2. a. False
   b. True
   c. False
   d. False
   e. True
3. a. No
   b. Yes
   c. Yes
   d. Yes
   e. No
   f. Yes
   g. Yes
   h. Yes
   i. No
   j. Yes

PART 3

1. a.
   b. x
   c.
   d. x
   e.
   f. x
   g. x
   h.
   i. x.
   j.
2. a. Employee
   b. Warning
   c. Action
   d. Emotional
   e. Terminated (fired)
   f. Attitudes
   g. Employer
   h. Interview
   i. Misrepresentation
   j. Skill

PART 4

1. a. White
   b. Black
   c. One
   d. Spelling
   e. Legible
2. a. x
   b.
   c. x
   d. x
   e.
   f. x
   g. x
   h.
   i. x
   j. x

UNIT VII

CHANGING JOBS AND RESIGNATIONS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

A. Advancement--Moving to a position of more responsibility and higher salary; a promotion.

B. Exit interview--The final meeting between a worker and the employer; usually to discuss the job performance of the worker.

C. Initiative--Ready to begin or take the lead, usually without suggestion by others.

D. Job-hopper--A person who goes from job to job in short periods of time.

E. Lack of adaptability--Not being able to change to fit the situation.

F. Layoffs--When several job positions are ended due to unpredictable circumstances, such as loss of sales or income.

G. Notice--A written statement that tells of actions to be taken.

H. Resignation--To give up, leave, or quit a job.

I. Terminated--Ended

J. Transfer--A change or more, e.g., to a new job.

K. Working conditions--The physical surroundings of a job, like buildings and equipment.

UNIT VII

CHANGING JOBS AND RESIGNATIONS

ASSIGNMENT SHEET 1--TERMS TO KNOW

Directions: There are words and terms that are necessary for changing jobs and resigning. Fill in the blanks below to complete the following statements concerning changing jobs.

A. To give up, leave, or quit a job is called a ________________.

B. The working conditions of a job are the physical surroundings of a job, like ____________________________ and equipment.

C. To move to a position of more responsibility and higher salary is an ____________________________.

D. A person who goes from job to job in short periods of time is labeled a __________________.

E. When an employee leaves a company, he gives the company a _________________, which is a written statement telling of his plans to leave.

F. A transfer of responsibilities means to ____________________ duties from one person to another.

G. When your job has been terminated, it has been _______________.

H. Loss of sales or income can cause a company to ________________ several workers. Job terminations of this kind are not the fault of the employee and are usually unpredictable.

I. Before an employee leaves a company, he/she should have an _____ _____________ with the employer to discuss the job performance of the worker.

J. A person with _________________ is always ready to begin or take the lead without encouragement from others.

K. A person who is not able to change to fit the situation has a lack of ______________________.

UNIT VII

CHANGING JOBS AND RESIGNATIONS

TEST PART 1

Directions: Match the terms listed in the right colum to the correct definition on the left column.

____1. Ready to begin or take the lead, usually without encouragement from others.

____2. A change or a move.

____3. Moving to a position or more responsibility and higher salary; a promotion.

____4. Ended

____5. A person who goes from job to job in short periods of time.

____6. To give up, leave, or quit a job.

____7. The final meeting between a worker and employer; usually to discuss the job performance of the worker.

____8. When job positions are ended due to unpredictable circumstances, like poor economic conditions, loss of sales or income, etc.

____9. The physical surroundings of a job such as buildings or equipment.

____10. Not being able to change to fit the situation.

____11. A written statement that tells of actions to be taken.

a. Resignation
b. Working conditions
c. Advancement
d. Job hopper
e. Notice
f. Transfer
g. Terminated
h. Layoffs
i. Exit interview
j. Initiative
k. Lack of Adaptability

UNIT VII

CHANGING JOBS AND RESIGNATIONS

INFORMATION SHEET 2--WHEN YOU CHANGE JOBS

I. Acceptable reasons for changing jobs.

  A. The employee is offered another job with better working conditions, salary, or chances for advancement.

  B. Physical problems may be involved.

    1. The climate of the job location might not be suitable for the employee or a member of the family.

    2. The employee discovers he/she can no longer perform the physical exercise of that job.

  C. The employee wants to add to his/her knowledge of the field of work or broaden his/her learning experiences.

  D. The employee forms own company or is asked to join a company with more opportunities.

II. Unacceptable reasons for changing jobs.

  A. Another employer offers the employee a few dollars more in salary, but not enough to justify leaving the present employer.
  (Note: Another job will always look better "from the outside looking in.")

  B. The employee feels he/she is not being promoted fast enough.

  C. The employee does not like the boss or supervisor.

  D. The employee does not like the people with whom he/she works.

III. Things to consider before changing jobs.

  A. Compare the advantages of remaining on the present job or changing to a new job.

    1. Advantages of remaining on the present job.

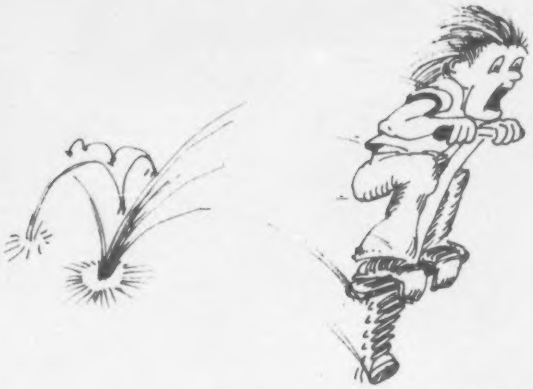
      a. The risk is minimal.

      b. You do not have to impress a new boss.

      c. There is already a build-up of fringe benefits.

      d. You establish a reputation for stability. (Note: avoid being tagged a "job-hopper".)

    2. Advantages of changing jobs.



DO NOT JOB-HOP UNLESS YOUR NEW JOB IS A STEP TOWARD YOUR LONG-RANGE GOAL.

a. When the employee wants a supervisory position, it may be better to change to a new company.

(NOTE: Former co-workers will sometimes continue to look on a person who has received a promotion to a supervisory position within a company as an equal. At other times, a person who has been promoted may never be accepted as a supervisor by the company executives).

b. There may be more money at the new job.

c. The new employee will be judged by new standards, not by what happened in the past.

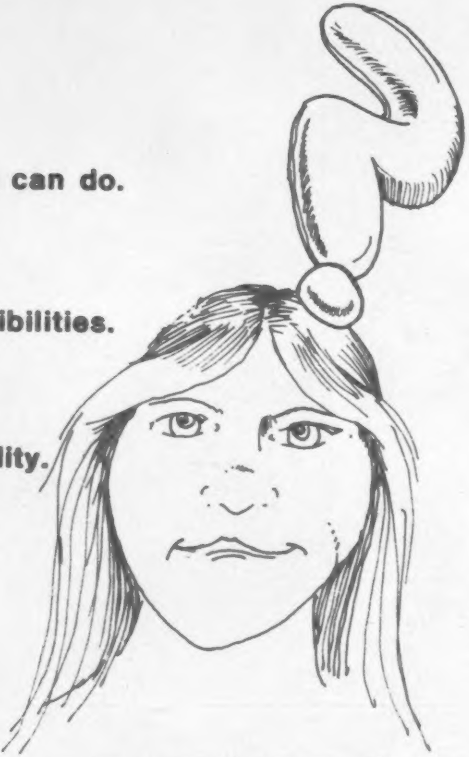
B. Whenever possible, do not quit your present job while looking for another job.

1. Potential employers think "unemployed" means "undesirable".

2. You do not know how long you will be unemployed.

3. This gives the employee an opportunity to reconsider the decision to change jobs.

BEFORE YOU QUIT, COMPARE



PRESENT JOB	NEW JOB
Your boss knows you and what you can do.	Supervisors accept you as a supervisor and not as a worker
You know your job and job responsibilities.	New boss judges you by new standards not on past achivements.
You will build a reputation for stability.	New opportunity for advancement.
Fringe benefits have increased.	Raise in pay.

WHICH IS BEST FOR YOU?

TM-1

CHANGING JOBS AND RESIGNATIONS

ASSIGNMENT SHEET 2--KNOW WHEN TO CHANGE JOBS

Directions: Knowing when to change jobs is an important part of your career success. Changing jobs is not particularly wrong if done in the right way and for the right reasons.

Role-play the following situations. Discuss why the individuals want to change jobs, then discuss possible solutions to each situation.

Scene One

Players: Pat, an employee, and Lou, the supervisor

Situation: Pat is a hardworking, excellent warehouse worker who has been with the company for five years. Lou has recognized Pat's abilities and dedication by giving regular raises and increased responsibility. Pat is satisfied with the salary and working conditions, but wants to become a supervisor. Pat is interested in supervision because of the challenge, the additional status, and the opportunity to work with new, young employees. Also, Pat has several ideas about changing some procedures and work routines. Pat is well-respected by fellow employees and would be quickly accepted as supervisor.

Lou is interested in Pat's future, but hates to lose such a good worker. There are no supervisory vacancies in the company at this time. Lou wants Pat to think seriously about whether or not to leave the company. In this situation, Lou will listen to Pat's concerns and interests and suggest different jobs or responsibilities within the warehouse. Lou will offer to help Pat in every way to develop interests and "try out" the job of supervisor. Lou will suggest that Pat be "acting supervisor" when Lou is out of the office, on vacation, or unavailable.

Questions: Will the job of "acting supervisor" satisfy the needs of Pat? . . . the needs of Lou? . . . the needs of the company?

How can Lou help Pat clarify (make clear) career interests?

Would Pat be a good supervisor?

Will Pat be happy as a supervisor?

Related Activity: Students could role-play the scene differently.

1. Lou could be played as a negative, unconcerned supervisor.

2. After two students have acted the roles of Pat and Lou for awhile, switch roles or allow two other students to step in and continue the scene.

Scene Two

Players: Lee, the employee; Terry, the spouse (husband or wife); Chris, their 12-year-old daughter or son.

Situation: Lee comes home and begins to talk to Terry about plans to change jobs. Chris is in the room and makes comments from time to time. Lee is a manager in a local insurance company. Lee is considering applying for a training job in an insurance company 500 miles away. The training job would involve teaching new managers the skills that Lee has learned at the present job. However, Lee is confused about the reasons for wanting the new job. Lee has been wanting more money, additional status, new assignments, and more person-to-person contact. Lee has not talked to the boss about quitting.

Terry wants to know why Lee is unhappy in the present job. Chris does not want to move. Terry discusses various alternatives to moving. For example, Terry could find a job and bring extra money. On the other hand, Terry believes that Lee is more concerned about having a different job. Terry suggests that Lee talk to the boss about other jobs or promotions. No decision has been reached by the end of the scene.

Questions: What are the reasons that Lee wants a new job?

Do Terry or Chris help Lee to understand why the job change is wanted?

Will Lee apply for the out-of-town job?

Would Lee be satisfied with the job of trainer?

Related Activity: Assume that Lee tried to talk to the boss about the matter of changing jobs. The boss gets angry and fires Lee. Discuss answers to the question: "What can Lee do to find another, perhaps more rewarding, job?"

Other Scenes

1. A couple decides to switch roles. The husband quits his job and becomes the "house-person" and the wife takes an interesting, non-traditional job.

2. A group of friends who graduated from high school in the same class together get together and discuss changing career interests. They talk about their present jobs and why or why not they wish to find a new career.

3. A person is a very successful salesperson. Then the person discovers one day that selling is no longer interesting. Instead, the person wishes to become a youth counselor.

4. Two friends discuss the money to be made in designing and marketing solar water heaters. One of the friends believes that switching to an emerging or quickly growing career in alternate energy sources would be great. The other friend is very satisfied with plumbing, their present vocation.

UNIT VII

CHANGING JOBS AND RESIGNATIONS

TEST PART 2

1. Place a "√" in the blanks at the left to show which of the statements are acceptable reasons for changing jobs.

_____a. When the climate of the location is not suitable for the employee or a member of the family.

_____b. When an employee is offered the same job in another company with the same salary and same working conditions.

_____c. When there is a chance for advancement in the new job.

_____d. When the new job will not provide additional learning experience in the occupation you want.

_____e. When the beginning of a new company will offer you new and bigger opportunities and a chance for advancement.

2. Determine which of the statements below is true concerning unacceptable reasons for changing jobs. Write True beside the true statements and False beside the false statements.

_____a. If another employer offers you a job with a few dollars more salary, you should take the job.

_____b. A job will always look better "on the outside looking in."

_____c. If a worker believes advancements due are not being received he/she should quit and go to another job.

_____d. Personality conflicts between workers cannot be resolved, so one of the workers should find another job.

_____e. If a worker does not like the boss or supervisor, he/she should try to work out the differences, not quit or leave the job.

3. Answer the following statements concerning things to be considered before changing jobs by Yes or No in the blanks at the left.

_____a. A person should not compare the job now held with another possible job.

_____b. One advantage to remaining on the present job is you do not have to impress a new boss.

_____c. Moving to a new job will cause you to lose a buildup of fringe benefits from the present job.

_____d. Changing jobs too often will cause a person to be labeled a "job-hopper."

______e. A "job-hopper" establishes a reputation for stability that employers like.

______f. Sometimes advancement on a new job is easier because it avoids conflicts with former co-workers and supervisors.

______g. One advantage to changing jobs is the possibility of earning more money.

______h. A new employer will judge you by new standards, not by what you have done in the past, which is another advantage to changing jobs.

______i. If possible, quit your present job before looking for another job.

______j. Keeping your present job while looking for another is a good idea because it gives you an opportunity to reconsider your decision to quit.

UNIT VII

CHANGING JOBS AND RESIGNATIONS

INFORMATION SHEET 3--TERMINATING A JOB

I. How to terminate a job.

A. Do not "tell off" your boss and walk out.

Remember: Every job you have will play a part in your future career success. You will usually have to use former employers as references. Do not leave with the employer having a bad or negative attitude towards you.

B. Continue to work at your job as if you have no intention of leaving.

C. Do not ask your boss whether you should quit.

D. When you decide to resign, give your employer proper notice that you are leaving.

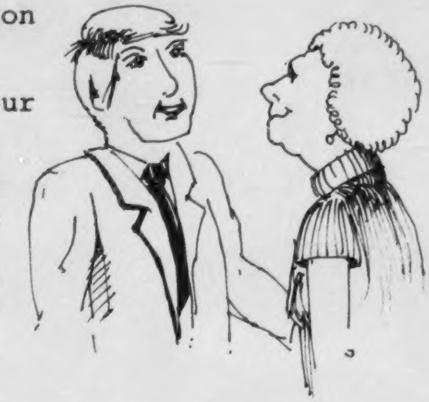
1. Usually, a two week notice is sufficient. (Note: If you are paid once a month, you shold try to give your boss a one-month notice. This will give your employer time to hire a competent replacement for you.)

2. Include in your notice the reason you are leaving.

E. Arrange for a smooth transfer of your responsibilities.

1. Let your employer and co-workers know what you have been doing.

2. Offer to train your replacement if one can be hired before you leave.



F. Say good-bye to everyone with whom you have worked.

1. Arrange for an "exit" interview with the employer.

2. Express appreciation for their help.

3. Tell them you have enjoyed working for their company.

4. Leaving on a friendly basis will leave others with a good impression of you.

II. When your job is terminated.

(Note: Sometimes a job is terminated because of things the employee cannot control, like the closing of a company. Most of the time, however, a job is terminated because the employee has not been an acceptable worker.)

A. When termination is not your fault.

1. "Lay-offs" are usually not the fault of the employee and will not cause problems in locating another job.

2. Try to be aware of warning signs that may point to the end of your job.

   a. Reduction in number of employees.

   b. Adoption of new processes or procedures that eliminate your job.

   c. The company moves to another part of the country.

   d. Your company is sold or closes.

3. The company will give you a two-week notice.

4. Always have a "plan of action" ready in case you become unemployed.

5. Use all available sources to find another job.

B. When termination is your fault--when you are fired.

(Note: Termination of a job is an emotional experience. A person must realize that there are good things that can come from being terminated such as trying to overcome any mistakes made while being employed.)

1. Look for warning signs that you might be fired.

   (Note: Firings usually do not occur suddenly. Most employers will give signs that the employee might be fired.)

   a. Change in attitude toward the employee.

   b. Increased criticism.

   c. Change in job assignment.

   d. Extra work duties.

   e. Outward verbal comments.

2. Evaluate your work habits and your attitude and correct any mistakes or short-comings you might have. This could save your job.

3. Try to maintain a positive attitude toward the employer after you are fired.

   1. The employer can be a valuable future reference.
   2. The employer might be helpful in location another job for you.

4. Have an "exit" interview with your employer.
   a. Get an overall opinion of your performance on the job.
   b. Ask the reasons for being fired.
   c. Ask what you can do to improve your attitudes, work habits, etc.
   d. Accept the comments as being helpful to you.
   e. Do not become mad or angry.

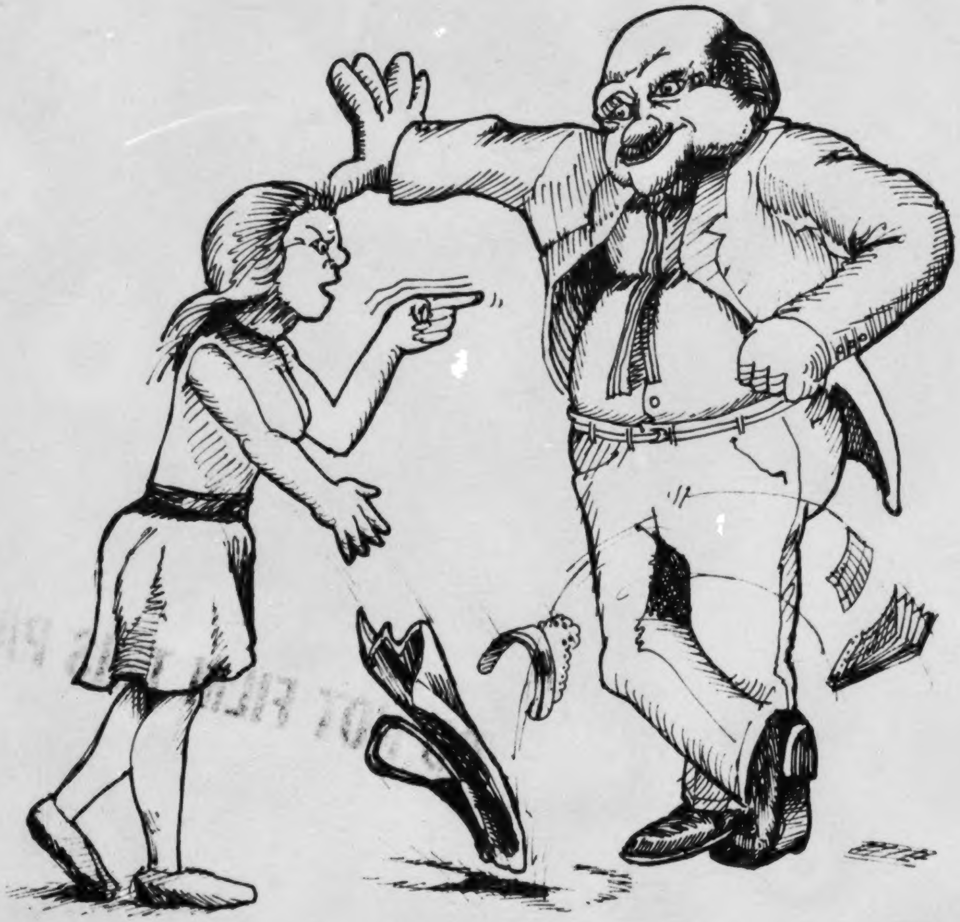
C. Reasons people lose their jobs:

1. Carelessness on the job
2. Unwillingness to follow rules
3. Laziness
4. Absences or tardiness without cause
5. Troublemaking
6. Too much attention to outside interests
7. Lack of initiative
8. Too little or too much ambition
9. Disloyalty
10. Irresponsibility
11. Lack of adaptability
12. Misrepresentation (lying)

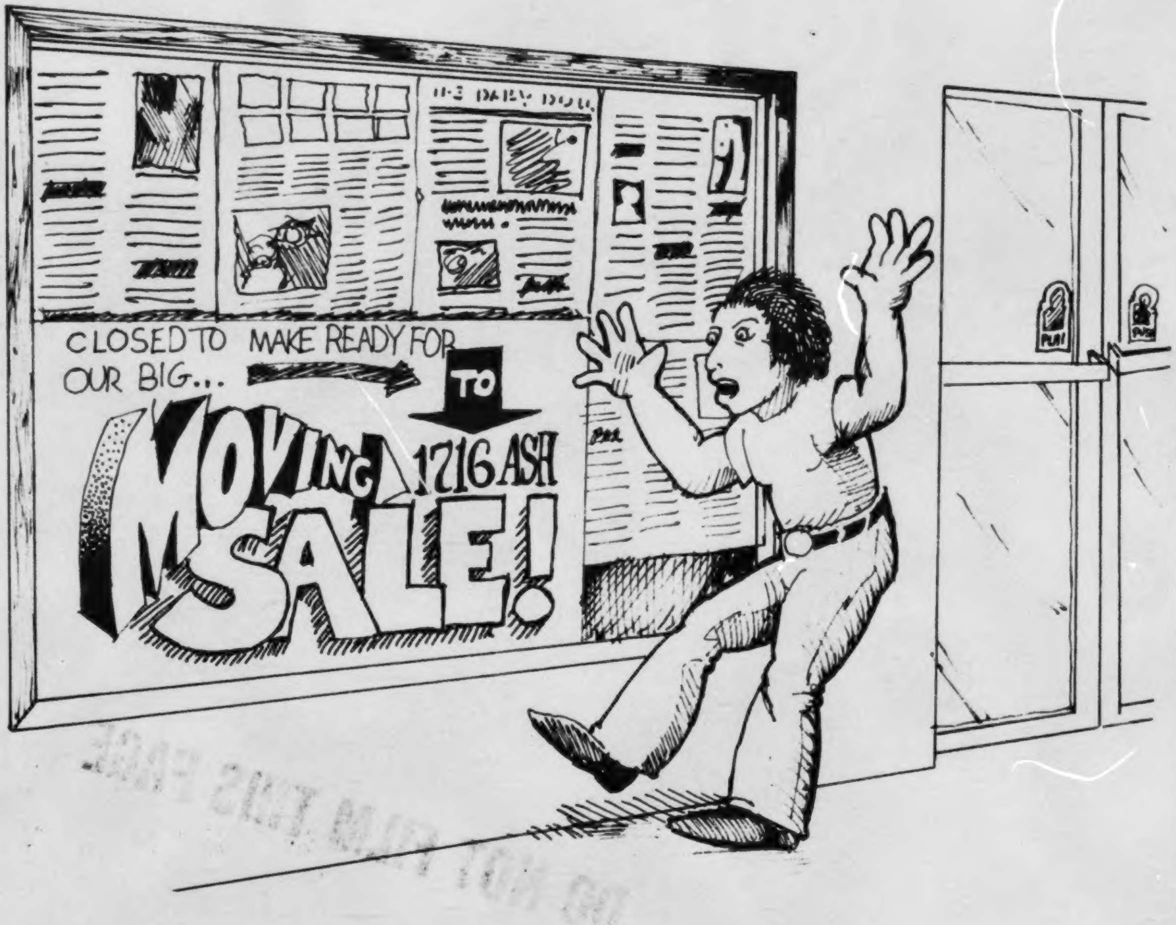
(Note: Studies have shown that more employees lose their jobs due to poor attitudes and work habits than to a lack of skill.)

IF YOU QUIT A JOB, DO NOT"TELL OFF"THE BOSS

Leave with the employer having a good attitude towards you. "Telling off the boss might make you feel better for a short time but does nothing to build a good reputation. You only hurt yourself."



LOOK FOR WARNING SIGNS THAT YOUR JOB MIGHT BE TERMINATED !


CLOSED TO MAKE READY FOR OUR BIG...
TO
1716 ASH
MOVING SALE!
PULL
PUSH

UNIT VII

CHANGING JOBS AND RESIGNATIONS

ASSIGNMENT SHEET 3--WORD SEARCH

Directions: Using the list below, circle the words in the Word Search puzzle. Then, use those words to fill in the blanks in the sentences on the following page.

Absences
Ambition
Attitudes
Careless
Disloyalty
Fired
Initiative
Layoff
Lazy
Misrepresentation
Notice
Resignation
Terminiation
Transfer

A C D M I S R E P R E S E N T A T I O N E
C E I O C A O D I B K E F I F I B M B O J
A B S E N C E S X C A R E L E S S B K T Q
B E L R A B B H C J D A J A G C W C H I T
V S O D F L O G H B F M H Y E O L D L C E
C R Y T R A N S F E R A J O B H O B P E R
N Q A S B Z I P A T E W E F S E P O Z F M
C E L C I Y C V C B S C L F B T L J Y A I
E C T H E F U B S F I R E D S E O N T U N
M X Y E H N F I N R G D P S J D O U N T A
P O P R Q M O T I O N A B D I Y T M P V T
N N I E G G X A O T A P K P S B M O T U I
T P V O R B A T T I T U D E S D N V I N O
A I U I N I T I A T I V E X T L I H A K N
G R T E Q Y E M C N O L M D A U T J T C W
K A T Z U A R N O C N I K A M B I T I O N

Directions: Fill in the blanks, using the words listed below, which are those from the Word Search on the previous page.

absences
ambition
attitudes
careless
disloyalty

fired
initiative
layoff
lazy
misrepresentation

notice
resignation
termination
transfer

A. An employee who decides to leave a company should give the company a written ______________ of intent to leave.

B. This written notice is called a letter of ____________________.

C. The employee should arrange for a smooth _________________ of responsibilities before leaving the company.

D. A termination of an employee that is not the fault of the employee is called a ______________. This might be due to a reduction in the work force of a business or the closing of a company.

E. _____________ of a job is an emotional experience, but it is not the "end of the world" and should be regarded as a learning experience.

F. When termination of an employee is the fault of the worker, he has been __________. This is usually due to poor work habits or a bad ___________ toward the job or other employees.

G. An employee may be terminated for being ____________ on the job, which sometimes causes him to be a safety risk.

H. Another reason an employee might be terminated is if that employee is ___________ and refuses to do the duties assigned to be done.

I. Too many ____________ or being tardy without causes is another reason an employee might be fired.

J. When a worker is always ready to begin work or take the lead without encouragement from other people, that employee is said to have ___________________.

K. Employers do not trust employees that have the habit of ________ or simply, of not telling the truth.

L. Giving company secrets to another business is _______________ to the employer, and might be reason for the termination of an employee.

M. Supervisors and employers do not trust employees with too much or too little _________________.

UNIT VII

CHANGING JOBS AND RESIGNATIONS

TEST PART 3

1. Place an "X" before the sentences below that give true statements concerning the proper way to quit a job.

____a. "Tell Off" your boss and walk out.

____b. Continue to work as if you have no intention of leaving.

____c. Ask your boss whether you should quit.

____d. Give a two-week written notice in advance of leaving.

____e. Do not give the reason you are leaving in your notice.

____f. Arrange for a smooth transfer of your responsibilities.

____g. Offer to train your replacement.

____h. Do not say good-bye to your fellow workers or supervisors.

____i. Arrange for an exit interview with the employer.

____j. Do not make an all-out effort to leave on a friendly basis --you are leaving and never intend to come back so it is not worth the effort.

2. Fill in the blanks to make the following statements true concerning what to do when your job is terminated.

a. Lay-offs are usually not the fault of the ______________.

b. An employee should be aware of ________________signs, like a reduction in the work force, that point to the end of the job or of the company.

c. An employee should have a "plan of ___________" in case he/she becomes unemployed.

d. Termination of a job is an ________________ experience for any employee, whether it was his/her fault or not.

e. A change in the employer's attitude toward an employee might be a sign the worker is in danger of being ____________.

f. If a worker thinks he/she is in danger of losing a job should he evaluate work habits and ______________and any deficiencies found should be corrected.

g. Even if an employee is terminated, he/she should try to maintain a positive attitude toward the _________________.

h. An employee should arrange for an exit ____________ with the employer to discuss the worker's job performance.

i. One reason people lose their jobs is due to __________, or lying.

j. Studies show that more employees lose their jobs due to poor attitudes and work habits than to a lack of technical ______ _____________.

UNIT VII

CHANGING JOBS AND RESIGNATIONS

INFORMATION SHEET 4--WRITING A LETTER OF RESIGNATION

I. Standards for writing a letter of resignation.

  A. Use white bond paper, 8½ x 11 inches.

  B. Use black or blue ink or a typewriter.

  C. Use an acceptable style (see Transparency VII)

  D. Write on one side of the paper only.

  E. Make the letter legible, neat, and easy to read.

  F. Correct all errors in spelling, grammar, and capitalization.

  (NOTE: Avoid erasures, crossouts, or strikeovers. Rewrite or retype the letter if necessary.)

II. Contents of a letter of resignation.

  A. Your address.

  B. The date the letter is written.

  C. The name and address of your employer.

  D. Notice of your resignation and the date the resignation will become final.

  E. The reason you are resigning.

  F. Your expression of appreciation for the opportunity of working in the company, for the friends and acquaintances you made, and for the experience gained during the employment.

  G. An acceptable closing (such as "Sincerely yours" or Very truly yours").

  H. Your signature.

SAMPLE LETTER OF RESIGNATION

4207 Shorecrest Drive
Corpus Christi, Tx 77777
May 3, 19__

Mr. James Oliver
Personnel Director
Oliver Building Supply Company
1951 Pine Street
Corpus Christi, Tx 77777

Dear Mr. Oliver:

Please accept this letter as notice of my resignation to become effective May 31, 1981.

As you know, I will be graduated from Corpus Christi High School on June 1, 1981, and plan to enter college this summer at the University of Texas. I intend to study woodworking and construction trades at college, so the training I received while employed at Oliver Building Supply will be most beneficial.

It has been a great pleasure for me to have worked with you and with your employees. Thank you for the valuable experiences I have had with your company, and for the many courtesies and privileges extended to me while I was there.

Sincerely yours,

Terry Coleman

Terry Coleman

UNIT VII

CHANGING JOBS AND RESIGNATIONS

ASSIGNMENT SHEET 4--WRITING A LETTER OF RESIGNATION

Directions: Using the sample letter as a guide, practice writing a letter of resignation.

UNIT VII

CHANGING JOBS AND RESIGNATIONS

TEST--PART 4

1. Fill in the blanks below to make true statements concerning standards for writing a letter of resignation.

   a. When writing a letter of resignation, it is best to use ________________ bond paper that is standard 8½"x11".

   b. If the letter is not typewritten, a pen with ________ or blue ink should be used.

   c. A resignation letter should be written using only _________ side of the paper.

   d. An employee should proofread the letter to make sure all errors in grammar, ________________, and capitalization have been corrected.

   e. A letter of resignation should be neat, ___________________, and easy to read.

2. Place an "X" beside the items below that should be included in a letter of resignation.

   ____a. Your address.

   ____b. Your phone number.

   ____c. Date the letter is written.

   ____d. Name and address of your employer.

   ____e. Name and address of your future employer.

   ____f. Date the resignation becomes final.

   ____g. Reason you are leaving.

   ____h. Tell the boss what you really think of the management and the company.

   ____i. Thank the boss for the experience gained during the employment.

   ____j. A closing, such as "Sincerely yours", with the signature of the employee.

UNIT VIII

LABOR UNIONS

UNIT OBJECTIVE

After completion of this unit, the student will be able to use the correct terminology in explaining the development of the labor unions, the Labor-Management Relations Act, and the ways that unions support their causes. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student will be able to:

1. Match the terms and definitions associated with labor unions.
2. Explain the development of the labor union movement.
3. Point out the reasons for the declining growth in labor unions.
4. Select the limits of the Labor Management Relations Act.
5. List the common labor unions.
6. Select the arguments for and against labor unions.
7. Explain how unions support their causes.
8. Point out the types of strikes used by a union to get employers to meet laborers demands.
9. Point out the conditions a worker usually must meet to join a union.

UNIT VIII

LABOR UNIONS

NOTES TO THE COORDINATOR

I. Objective sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective with the students.

   C. Have the students complete the objectives in a sequence best suited for the teaching situation.

   D. Add any objectives necessary.

II. Information and assignment sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Discuss each term and explain how it relates to labor unions.

      2. Have the students list other terms related to labor unions that are not included on the information sheet.

      3. Discuss how each type of strike is used by the labor union. (Transparency 1--TYPES OF STRIKES).

      4. Use ASSIGNMENT SHEET 1--MATCHING TERMS AND DEFINITIONS to reinforce this area of information.

   B. INFORMATION SHEET 2--DEVELOPMENT AND GROWTH

      1. Discuss the history of labor unions.

      2. Explain how the Industrial Revolution created a need for organized labor. (Transparency 2--CONFLICTING NEEDS OF MANAGEMENT AND LABOR).

      3. Discuss any local unions not listed in the information.

      4. Have guest speaker present industry's view of the "pros" and "cons" of labor unions.

         (NOTE: Have students to decide if they are for or against unions).

      5. Have students to complete ASSIGNMENT SHEET 2--WHAT ABOUT UNIONS? to reinforce this area of information.

C. INFORMATION SHEET 3--UNION TOOLS: HOW UNIONS SUPPORT THEIR CAUSE

1. Have students role-play labor and management in a collective bargaining situation. (Transparency 3--COLLECTIVE BARGAINING).

2. If an agreement cannot be reached, appoint an arbitrator.

3. Discuss the things to consider before joining a union. (Transparency 4--ADVANTAGES OF A LABOR CONTRACT).

4. Discuss the grievance procedures followed under union contracts. (Transparency 5--PROCEDURE FOR GRIEVANCES UNDER UNION CONTRACT).

5. Use the following assignment sheets to reinforce this area of information.

   a. ASSIGNMENT SHEET 3--GRIEVANCE PROCEDURES

   b. ASSIGNMENT SHEET 4--COLLECTIVE BARGAINING

   (NOTE: Have students brainstorm grievances and arguments before role playing the situations).

III. Answers to assignment sheets

A. Some assignment sheets answers will vary according to training and should be graded individually.

B. Some assignments will not have specific answers but depend on student participation.

IV. Unit test

A. The test is divided into three parts.

1. Each part covers one information sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon completion of all the information and assignment sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

V. Answers to unit test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. Gooch, Bill G., *Work: Pathway to Independence*, American Technical Society, Chicago, Ill. 1979.

B. *U.S. News & World Report*, U. S. News & World Report Inc. Vol LXXXIV, Maine, 1968.

C. Group Instruction for Cooperative Programs, State Department of Vocational and Technical Education, Stillwater, Oklahoma, 1978.

D. *Occupational Skills*, Department of Vocational and Technical Education, University of Illinois, 1978.

E. *How We Live*. American Economic Foundation, New York, New York.

F. *Fundamentals of Free Enterprise Series*. American Fletcher National Bank, Indianapolis, Indiana.

G. *Economics for Young Americans*. Chamber of Commerce of the United States, Washington D.C.

UNIT VIII

LABOR UNIONS

ANSWERS TO ASSIGNMENTS

Assignment 1

A. 7
B. 6
C. 10
D. 11
E. 2
F. 1
G. 4
H. 5
I. 8
J. 12
K. 9
L. 3

Assignment 2

A. 1. trade skills
2. poor wages
3. black list
4. four
5. less
6. lost faith
7. workers and employers
8. collectively
9. union
10. violence

B. 1. F
2. T
3. F
4. T
5. T
6. F
7. T
8. F
9. T
10. F

Assignment 3

A. 1. 3
2. 7
3. 1
4. 5
5. 8
6. 2
7. 4
8. 6

B. 1. f
2. d
3. i
4. h
5. a
6. g
7. c
8. e
9. b

C. Evaluated to the satisfaction of the instructor.

Assignment 4

Evaluated to the satisfaction of the instructor.

UNIT VIII

LABOR UNIONS

ANSWERS TO TEST

Part 1

1.	H	9.	F
2.	E	10.	J
3.	N	11.	O
4.	I	12.	K
5.	A	13.	D
6.	C	14.	G
7.	B	15.	L
8.	M		

Part 2

1. a. 3
   b. 1
   c. 2
   d. 3
   e. 2
2. a.
   b. ✓
   c. ✓
   d.
   e. ✓
   f.
3. a. True
   b. False
   c. False
   d. True
   e. False
   f. False
   g. True
   h. True
4. Answer should include five of the following ten:
   a. Teamsters
   b. National Educational Association
   c. United Auto Workers
   d. Steelworkers
   e. International Brotherhood of Electrical Workers
   f. International Association of Machinist and Aerospace Workers
   g. United Brotherhood of Carpenters and Joiners

h. American Federation of State, County, and Municipal Employees
i. Retail Clerks International
j. Laborers International Union

5. a. For
b. Against
c. Against
d. For
e. For
f. Against
g. Against
h. For
i. For
j. Against

Part 3

1. a. 1
b. 2
c. 5
d. 3
e. 4

2. a.
c.
d.
e.
g.
i.
j.

3. a. ✓
b.
c. ✓
d. ✓
e.

UNIT VIII

LABOR UNIONS

INFORMATION SHEET 1--TERMS AND DEFINITIONS

A. Arbitration--A third party hears both sides of a labor-management disagreement and then makes a decision that both sides must accept.

B. Bargaining strike--Employees do not work, trying to make employer meet unions demands.

C. Black list--A list of employees that employers consider trouble makers. Passed among employers to prevent them from being hired.

D. Boycott--Refusal to have dealings with a business.

E. Closed shop (Union shop)--One condition for getting a job is joining the union.

F. Fringe Benefits--Benefits other than wages, such as medical insurance, vacations, profit sharing, etc.

G. Grievances--Complaints of union members.

H. Industrial Revolution--A rapid change in economy caused by the beginning of the use of power driven machinery in factories and industries.

I. Initiation fee--Money paid to an organization to permit a person to become a member.

J. Jurisdictional strike--When unions disagree among themselves.

K. Labor--Group of workers.

L. Lobbyist--A person paid to work in Washington to get bills passed in favor of an organization.

M. Lock-out--Work stoppage sponsored by the employer in which the business is closed and people are not allowed to work.

N. Management--Group of the employers.

O. Open shop--An industry which gives the employee a choice about joining a union.

P. Organization of Craft and Industrial Unions AFL-CIO--American Federation of Labor-Congress of Industrial Organizations.

Q. Outlaw strike--Workers strike without approval of union.

R. "Right to Work" laws--Laws allowing people to work without joining a union.

S. Scabs--Strike-breaker or workers brought in by the employer to take over the strikers job.

T. Shop Steward/ess--Elected union member who handles grievances of members with the employer.

U. Sick-in strike--Form of a slowdown strike where everyone calls in sick, causing a slowdown in production.

V. "Sitdown" strike--Workers remain at work site, but do not work.

W. Slowdown strike--Worker produces at slower rate than normally.

X. Strike--Workers stop working until a settlement of demands is reached.

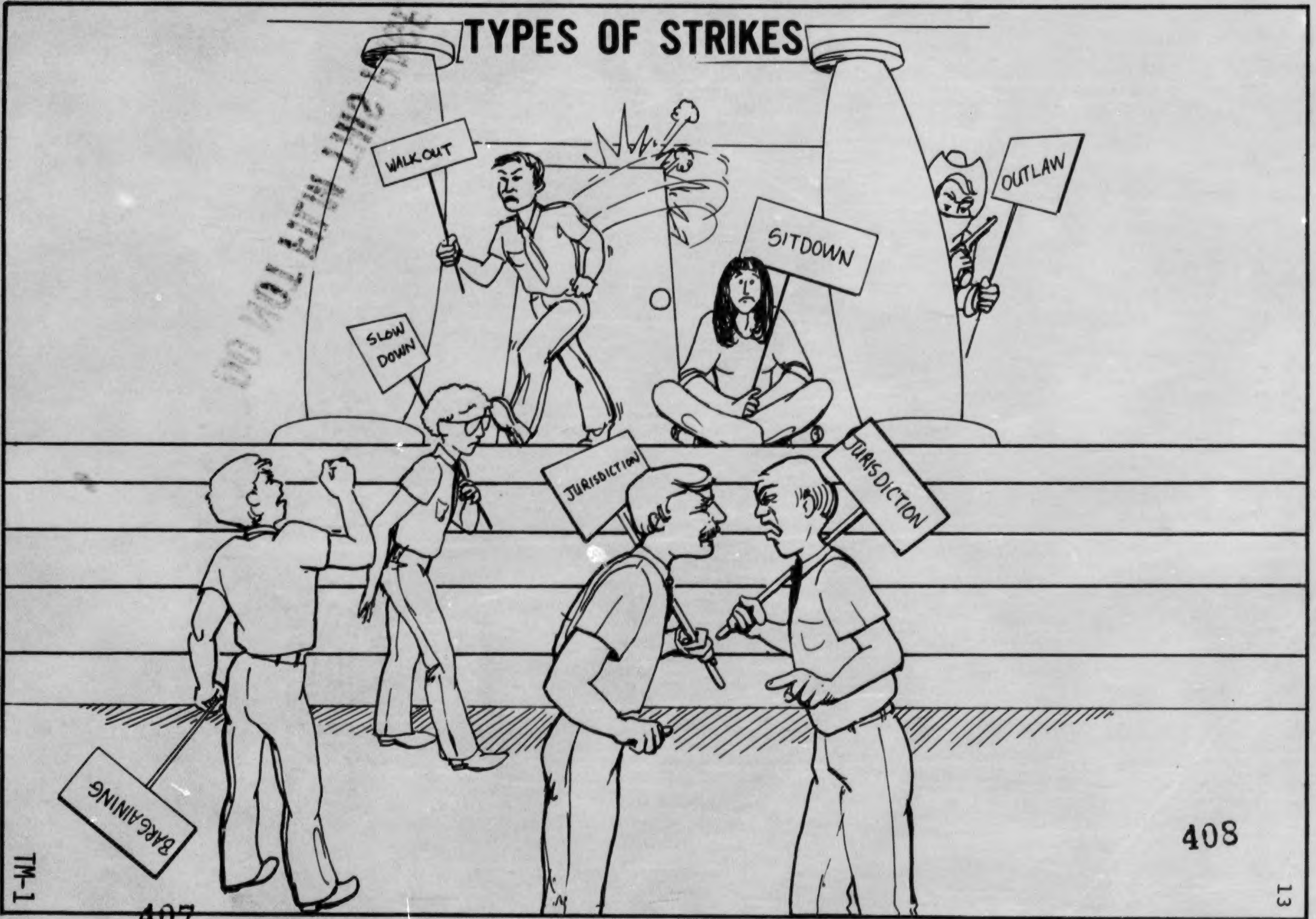
Y. Sympathy strike--The union goes on strike to show support for strikers in a related trade.

Z. Union--Organized group of workers.

AA. "Walkout" strike--Same as a bargaining strike.

AB. Wildcat strike --Strike by employees even though union leader has not agreed. (Same as Outlaw.)

TYPES OF STRIKES


WALKOUT
SLOW DOWN
SITDOWN
OUTLAW
JURISDICTION
JURISDICTION
BARGAINING

UNIT VIII

LABOR UNIONS

ASSIGNMENT SHEET 1--MATCHING TERMS AND DEFINITIONS

Directions: Match the terms on the right to the correct definition by placing the appropriate numbers in the blanks provided at the left.

_____A. People paid to work in Washington to get bills passed in favor of an organization.

_____B. Benefits other than wages.

_____C. Complaints of union members.

_____D. One condition for getting a job in joining the union.

_____E. Workers brought in by the employer to take over the strikers job.

_____F. Workplace where a person has a choice of joining or not joining the union.

_____G. American Federation of Labor-Congress of Industrial Organizations.

_____H. A list of employees that employers considered trouble makers, passed among employers to prevent them from being fired.

_____I. Work stoppage sponsored by the employer where the business is closed and people are not allowed to work.

_____J. Group of employers.

_____K. Elected union members who handles grievances of members with the employer.

_____L. When a third party hears both sides of a labor-management disagreement and then a decision that both sides must accept.

1. Open shop
2. Scabs
3. Arbitration
4. AFL-CIO
5. Black list
6. Fringe benefits
7. Lobbyist
8. Lock-out
9. Shop Steward/ess
10. Grievances
11. Closed shop
12. Management

UNIT VIII

LABOR UNIONS

TEST PART 1

Match the terms on the right to the correct definitions by placing the appropriate letters in the blanks provided.

_____1. Person paid to work in Washington to get bills passed in favor of an organization.

_____2. Benefits other than wages.

_____3. Money paid to an organization to permit a person to become a member.

_____4. Complaints of union members.

_____5. Industry where one condition for getting a job is joining the union.

_____6. Workers brought in by the employer to take over the strikers job.

_____7. Industry where a person has a choice of joining or not joining the union.

_____8. A list of employees that employers considered trouble makers which is passed among employers to prevent them from being hired.

_____9. Group of employers.

____10. Group of workers.

____11. Laws allowing people to work without joining the union.

____12. Workers stop working until a settlement is reached.

____13. When a third party hears both sides of a labor-management disagreement and then makes a decision that both sides must accept.

____14. To refuse to have dealings with a business.

____15. Organized group of workers.

A. Closed shop
B. Open shop
C. Scabs
D. Arbitration
E. Fringe benefits
F. Management
G. Boycott
H. Lobbyist
I. Grievances
J. Labor
K. Strike
L. Union
M. Black list
N. Initiation fee
O. Right to work

UNIT VIII

LABOR UNIONS

INFORMATION SHEET 2--DEVELOPMENT AND GROWTH

I. Development of the union

A. Before Industrial Revolution

1. Workers were important for their trade skills

2. Much care and pride went into producing goods

B. After Industrial Revolution

1. Laborer's skill meant little

(NOTE: Better machines and equipment took the place of much skilled workers).

2. More produced at cheaper prices

3. Factor owners began

a. Paying poor wages

b. Requiring employees to work 12 or more hours

c. Giving no coffee breaks

d. Allowing working conditions to become dangerous

e. Giving no fringe benefits

f. "Black" listing employees

4. Because of employers attitude toward workers, labor organized into unions.

II. Reasons for declining growth of unions

(NOTE: About one out of every four workers belong to a union).

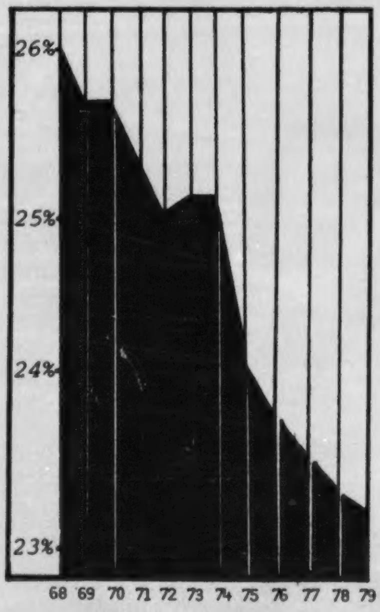
A. Bad working conditions are rare.

B. Workers needs have been met.

C. Employers have learned that a satisfied worker:

1. Produces more

2. Is absent less



Percentage of the labor force that belongs to labor unions

   3. Is more loyal

   4. Will stay longer

  D. Labor have lost faith in unions

III. Labor Management relations Act

  (NOTE: This act first passed in 1935 and last amended in 1974; defines and protects the rights of both workers and employers. Refer to TM.)

  A. Allowed workers to:

   1. Organize and bargain collectively

   2. Elect their own representatives to bargain for them

   3. Start, join, or assist a labor organization

  B. Kept employers from:

   1. Firing or threatening employees for joining unions

   2. Keeping workers from starting unions

   3. Threatening to move or close a plant to keep a union out

   4. Favoring one union over another

  C. Prevented workers and unions from:

   1. Committing acts of violence in strike situations

   2. Physically preventing non-striking workers from entering the work place

   3. Practicing discrimination

   4. Trying to control which companies the employer can do business with

   5. Forcing employers to pay for services that are not really provided

IV. Common labor unions

  (NOTE: The American Federation of Unions-Congress of Industrial Organizations, AFL-CIO, joined together in 1955 in an effort to build strength.)

  A. Teamsters

  B. National Education Association

  C. United Auto Workers

  D. Steelworkers

E. International Brotherhood of Electrical Workers

F. International Association of Machinists and Aerospace Workers

G. United Brotherhood of Carpenters and Joiners

H. American Federation of State, County and Municipal Employees

I. Retail Clerks International

J. Laborers International Union

V. Arguments "for" and "against" unions.

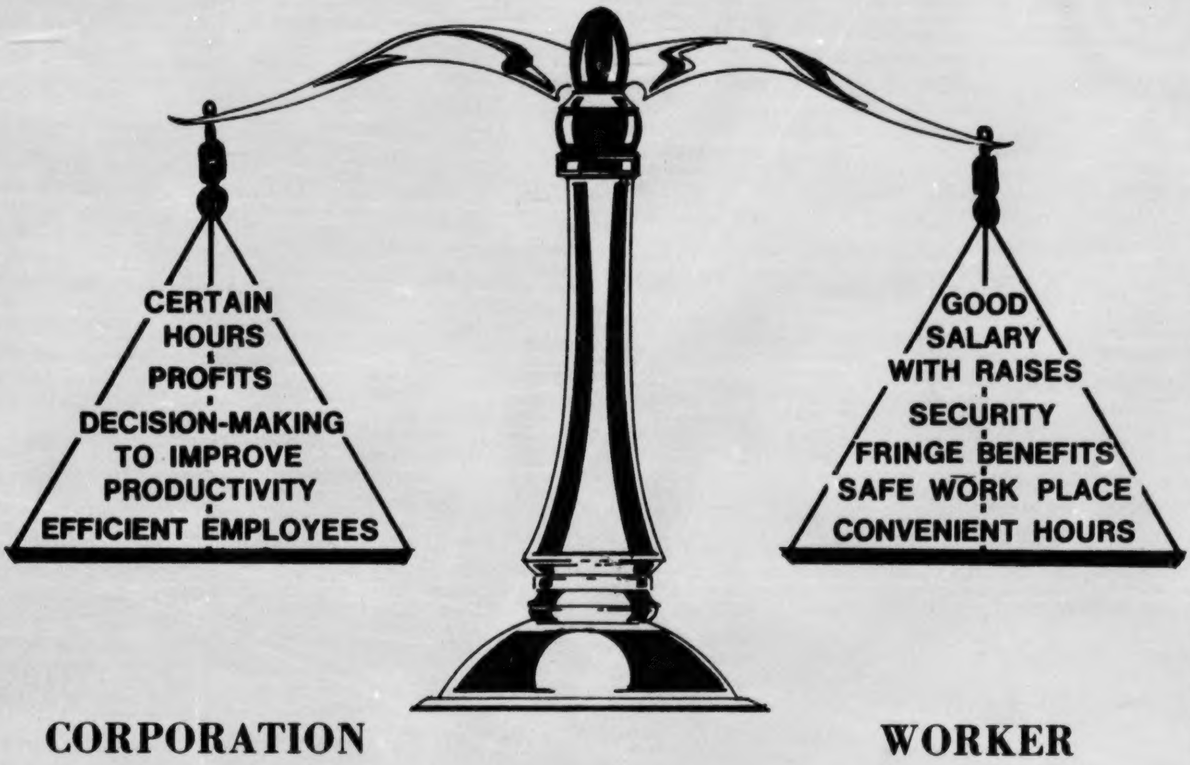
A. "For"

1. Get fair wages and fringe benefits.
2. Check for safe and healthful working conditions.
3. Help those whose jobs are being discontinued (job security).
4. Provide shorter work hours.
5. Gives equal bargaining power to employees.
6. Provide training programs.

B. "Against"

1. Demand too much and destroy profits.
2. Interfere too much with management decisions.
3. Cause inflation.
4. Ruin individual's concern about doing a good job.
5. Destroy loyalty to the employer.

CONFLICTING NEEDS OF MANAGEMENT AND LABOR


CERTAIN HOURS
PROFITS
DECISION-MAKING TO IMPROVE PRODUCTIVITY
EFFICIENT EMPLOYEES
GOOD SALARY WITH RAISES
SECURITY
FRINGE BENEFITS
SAFE WORK PLACE
CONVENIENT HOURS
CORPORATION
WORKER

UNIT VIII

LABOR UNIONS

ASSIGNMENT SHEET 2--WHAT ABOUT UNIONS?

A. Complete the following sentences by writing in the word or words that best completes each.

1. Before the Industrial Revolution, workers were important for their ____________________ ________________.

2. After the Industrial Revolution, factory owners paid ________ __________________.

3. An employer would put an employee's name on a _______ _________ if they considered them a trouble maker.

4. Now one of every ______________ workers belong to a union.

5. Employers have learned that a satisfied worker is absent _____.

6. One reason for the leveling off of union growth is because employees have __________ __________ in unions.

7. The Management Relations Act defines and protects the rights of __________________ and _________________.

8. According to the Management Relations Act, workers may organize and bargain ______________.

9. According to the Management Relations Act, employers may not keep workers from joining a _____________.

10. According to the Management Relations Act, workers and unions may not commit acts of ____________ in strike situations.

B. Answer each question True or False.

_____1. The industrial revolution brought about the need for more work skills.

_____2. Mass production led to more goods at cheaper prices.

_____3. The"black"list was used to list the best workers at a factory.

_____4. At one time it was unlawful to belong to a union.

_____5. Employers have learned a satisfied employee is more loyal.

_____6. Many people have gained confidence in unions.

_____7. Union membership is beginning to decrease.

_____8. One out of ten workers now belongs to a union.

_____9. Growth in unions have leveled off because bad working conditions are rare.

_____10. The Labor Management Relations Act protects the rights of workers, but not employers.

UNIT VIII

LABOR UNIONS

TEST PART 2

1. Explain the development of the labor union by selecting the word or phrase that best completes each statement. Circle the number in front of the correct answer.

   a. Before the Industrial Revolution, the trade skills of the workers were

      (1) criticized
      (2) not appreciated
      (3) considered important

   b. The Industrial Revolution allowed goods to be produced at

      (1) cheaper prices
      (2) higher prices
      (3) no cost

   c. Skilled workers were not needed in industry because

      (1) no products were produced
      (2) machines and equipment took their place
      (3) products were not being bought

   d. After the American Revolution, factory owners began

      (1) paying better wages
      (2) paying for overtime
      (3) paying poor wages

   e. Unions were formed when labor organized because

      (1) the workers wanted more social activities
      (2) of the employers poor attitude toward workers
      (3) they had nothing better to do

2. Point out the reasons for declining growth in labor unions by placing a "✓" in the space at the left.

   _____a. Employers will not permit labor to organize unions.

   _____b. Bad working conditions are rare.

   _____c. Workers needs have been met.

   _____d. Workers never hear of unions.

   _____e. Employers have learned to satisfy their workers more.

   _____f. Workers have lost faith in unions.

3. Select the limits that the Labor Management Relations Act placed on workers and employers by answering TRUE or FALSE to each statement below.

_____a. Allowed workers organized and bargain collectively.

_____b. Forced workers to have management represent labor.

_____c. Allowed employers to fire employees who joined unions.

_____d. Kept employers from favoring one union over another.

_____e. Allowed a plant to move to keep a union out.

_____f. Allowed workers to get violent during a strike.

_____g. Prevented workers and unions from controlling which companies the employer does business with.

_____h. Prevented unions, from forcing employers to pay for services not provided.

4. List five of the ten common labor unions.

a.

b.

c.

d.

e.

5. Select from the list below the arguments for and against labor unions. Write "for" and "against" in the proper blanks.

__________a. Get fair wages and fringe benefits.

__________b. Demand too much and destroy profits.

__________c. Cause inflation.

__________d. Give equal bargaining power to employees.

__________e. Checks for safe and healthful working conditions.

__________f. Ruin individual's concern about doing a good job.

__________g. Destroys loyalty to the employer.

__________h. Helps in providing job security.

__________i. Provides training programs.

__________j. Interferes too much with management decisions.

UNIT VIII

LABOR UNIONS

INFORMATION SHEET 3--UNION TOOLS: HOW UNIONS SUPPORT THEIR CAUSES

I. Collective bargaining (TM-3)

  A. Labor and management meet about grievance (TM-5)

  B. Compromise and reach an agreement

    1. Union makes demands.

    2. Company makes their offer.

    3. Management offers less than they expect to give.

    4. Union asks for more than they expect to get.

  C. Agreement is written on paper as a contract (TM-6)

II. Strikes

  A. Bargaining

  B. Walkout

  C. Sympathy

  D. Sitdown

  E. Outlaw

  F. Wildcat

  G. Slowdown

  H. Sick-in

  I. Jurisdictional

III. Picket lines

  A. Keeps public from doing business with employer

  B. Lets public know about labor disagreement

  C. Discourages "scabs"

IV. Boycott--Refusal to have dealings with a business.

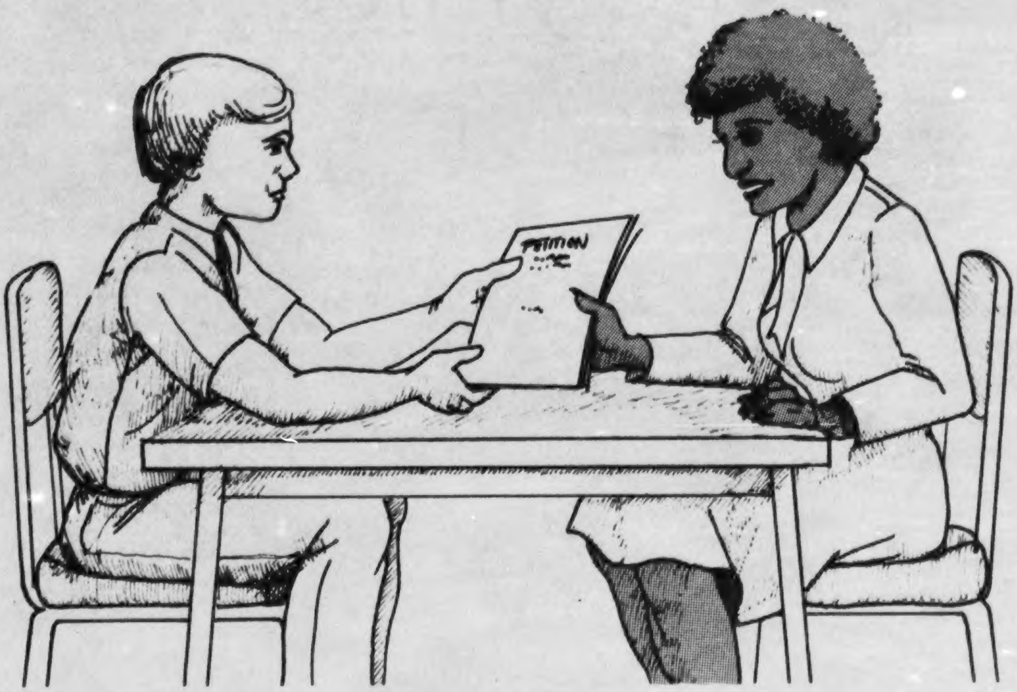
V. Union members buy only goods that have the union label attached.

VI. Closed shop--When one condition for getting a job is joining the union.

VII. Becoming a union member

- A. Given 30, 60, or 90 days to join
- B. Initiation fee
- C. Union dues paid by members
    - 1. Used to support workers on strike
    - 2. Pay labor lobbyist
    - 3. Pay administrative costs

COLLECTIVE BARGAINING


PETITION
UNIONS
EMPLOYERS

ADVANTAGES OF A LABOR CONTRACT

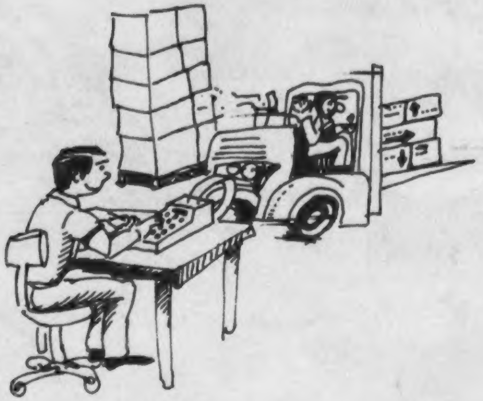
WORKERS INSURANCE

SCHEDULED HOURS

12
1
2
3
4
5
6
7
8
9
10
11

UNION STATUS

WAGE RATES IN ACCORDANCE TO CLASSIFICATION

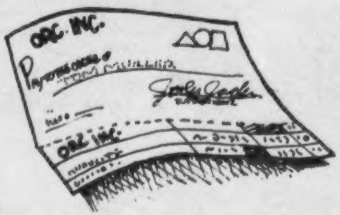


GRIEVANCE RIGHTS

SENIORITY

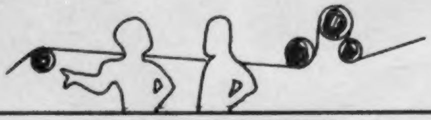
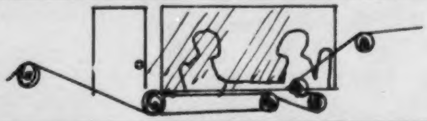
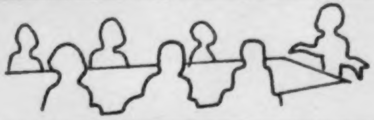
5
YEARS
20
YEARS

JOB SECURITY


ORG. INC.
ORG. INC.

FRINGE BENEFITS

PROCEDURES FOR GRIEVANCES UNDER UNION CONTRACTS

Employee reports on complaints to shop steward/ess.	1	
Shop steward/ess talks to shop supervisor.	2	
Shop steward/ess and employee talk to supervisor.	3	
If problem is not settled, shop steward/ess goes to management, chief plant steward/ess, or grievance committee.	4	
Next step is to higher authority, such as personnel manager.	5	
National union agent may negotiate with grievance committee.	6	
Next step is to higher union and company officials.	7	
Government mediator or an arbitrator may help settle dispute.	8	

UNIT VIII

LABOR UNIONS

ASSIGNMENT SHEET 3--GRIEVANCE PROCEDURES

A. Arrange in the order you think that the steps of grievance procedure would take place under union contracts. Place a "1" in front of first step, a "2" in front of the second step, and so on.

_____1. Shop steward/ess and employee talk to supervisor.

_____2. Next step is to higher union and company officials.

_____3. Employee reports on complaint to shop steward/ess.

_____4. Next step is to higher authority, such as personnel manager.

_____5. Government mediator or an arbitrator may help settle dispute.

_____6. Shop steward/ess talks to shop supervisor.

_____7. If problem is not settled, shop steward/ess goes to management, chief plant steward/ess, or grievance committee.

_____8. National union agent may negotiate with grievance committee.

B. Match each type of strike to its correct meaning by writing each letter in the correct blank on the left.

_____1. Bargaining

_____2. Walkout

_____3. Sympathy

_____4. Sitdown

_____5. Outlaw

_____6. Wildcat

a. Workers strike without approval of union.

b. When unions disagree among themselves.

c. Worker produces at a slower rate.

d. Same as bargaining.

e. Form of a slowdown strike. Everyone calls in sick to slowdown production.

f. Employees do not work, trying to make employer meet union demands.

_____7. Slowdown

_____8. Sick-in

_____9. Jursidictional

g. Same as outlaw.

h. Workers remain at work site, but do not work.

i. The union goes on strike to show support for strikers in a related trade.

C. Look through magazines and newspapers and find a picture of an article that tells about one of the "Union Tools". Write an explanation of what you read.

UNIT VIII

LABOR UNIONS

ASSIGNMENT SHEET 4--COLLECTIVE BARGAINING

Role play a collective bargaining situation. One group of students will represent the union and the other group represent the management. Each group will present their arguments and try to reach an agreement. (compromise) List the grievances of the workers below and the agreement to each.

UNIT VIII

LABOR UNIONS

TEST PART 3

1. Explain how unions support their causes by matching the terms on the right with the correct explanation. Write the letter of each in the blank provided.

_____a. A meeting of labor and management to settle labor grievances.

_____b. When workers walkout, sitdown, slowdown, or stage a sick-in during working hours.

_____c. Where labor prevent the public from doing business with the employer.

_____d. Where individuals refuse to have dealings with a business.

_____e. When one condition for getting a job is joining the union.

1. Collective bargaining
2. Strike
3. Boycott
4. Closed shop
5. Picket lines

2. Point out the types of strikes used by a union to get employers to meet the workers demands. Circle each listed below.

a. Bargaining
b. Fallout
c. Walkout
d. Sympathy
e. Sitdown
f. Holdout
g. Outlaw
h. Bandit
i. Slowdown
j. Sick-in
k. Jurisdictional

3. Point out the conditions a worker usually must meet to join a union by placing a "✓" in front of each.

_____a. Join the union within the time required.

_____b. Have five years working experience.

_____c. Pay an initiation fee.

_____d. Pay union dues.

_____e. Pay for employees meals.

UNIT IX

FREE ENTERPRISE

UNIT OBJECTIVE

After completion of this unit, the student will be able to identify various terms associated with economic systems, will know the characteristics and major types of economic systems and what makes them productive. The student will also be able to identify the major factors of the free enterprise economic system in America and things that keep track and balance it. This knowledge will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

After completing this unit the student will be able to:

1. Identify 10 terms and definitions associated with economics.
2. Identify the three necessary parts of an economic system and give an example for each economic part.
3. Identify the four decisions that must be made in an economic system.
4. Identify the three decision-makers in an economic system.
5. Match the three major economic systems in operation today with the statements which defines the systems.
6. Identify the six things that make an economic system productive and match an example of productivity with each one.
7. Identify the five major free enterprise factors in our economic system.
8. Name three things that keep track of our free enterprise economy.
9. Identify 10 statements that describe things that keep our free enterprise economy in balance.

UNIT IX

FREE ENTERPRISE

NOTES TO THE COORDINATOR

I. Objective Sheet

  A. Discuss the unit objective with the student.

  B. Discuss each specific objective.

  C. Have the student complete the objectives in a sequence best suited to your classroom.

  D. Add any objectives necessary to fully meet the needs of the unit and the student.

II. Informaion and assignment sheets

  A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

    1. Have the student look up the terms in a dictionary or reference book for additional information.

    2. Have a spelling test over the words so the student can become more familiar with them.

    3. Use ASSIGNMENT SHEET 1--ECONOMIC CROSSWORD PUZZLE to reinforce this area of information.

  B. INFORMATION SHEET 2--CHARACTERISTICS OF AN ECONOMIC SYSTEM

    1. Have the student make lists of examples of labor, national resources, and basic tools found in the United States.

       (NOTE: Use TRANSPARENCY 1--NECESSARY PARTS OF AN ECONOMIC SYSTEM.)

    2. Compare the capital goods of the United States to another country's capital goods.

    3. Have the student discuss why it is important for an economic system to make the four decisions.

    4. Have the student give examples of decision makers in the United States and why their decisions would be important in our economic system.

    5. Have the student make a poster of one example of the decision-making role that the government plays in relationship to producers and consumers.

    6. Using current news magazines, have the student find examples of economic decisions and decision makers.

    7. Use ASSIGNMENT SHEET 1--WHAT IS AN ECONOMIC SYSTEM to

reinforce this area of information.

C. INFORMATION SHEET 3--TYPES OF ECONOMIC SYSTEMS AND THINGS THAT MAKE THEM PRODUCTIVE.

1. Have the student discuss how working in the three major types of economic systems might be different. Use the examples of working in the United States, Great Britain, and Russia.

2. Using a world map and reference books, have the student identify major countries in the world and their type of economic systems.

3. Have the student make lists of examples of the six factors that make a productive economy.

   (NOTE: Use TRANSPARENCY 2--FACTORS THAT MAKE A PRODUCTIVE ECONOMY.)

4. Use ASSIGNMENT SHEET 3--WORKING IN DIFFERENT TYPES OF ECONOMIC SYSTEMS to reinforce this area of information.

D. INFORMATION SHEET 4--THINGS TO KNOW ABOUT OUR ECONOMIC SYSTEM IN AMERICA.

1. Have the student describe how profit was made or lost on a recent fund-raising activity of the local vocational youth organization.

2. Have the student make a large poster that displays competition among producers and thus gives the consumer a broad choice of products in a free enterprise system.

   (NOTE: A poster might display the various types of cars from the auto industry or blue jeans from the clothing industry.)

3. Have the student discuss the importance of all five major factors in our free enterprise economic system and how they relate to each other.

   (NOTE: Use TRANSPARENCY 3--HOW PROFIT AND COMPETITION HELP THE FLOW OF GOODS AND SERVICES IN A FREE MARKET.)

4. Have the student make a list of goods and services that contribute to the Gross National Product (GNP).

5. Have the student relate any experiences with fixed incomes or cost-of-living clauses and how these have affected the person's buying powers.

6. Have the student discuss the problem of a wage and price spiral and give ideas on how to stop the spiraling effect.

   (NOTE: Show TRANSPARENCY 4--WAGE AND PRICE SPIRAL.)

(NOTE: Mention the suggestions of increased productivity and federal wage and price controls as examples of stopping a wage and price spiral.)

7. Have the student illustrate an example of how the law of supply and demand affects the price of goods and services.

   (NOTE: An example might be the oil industry.)

8. Have the student list changes that have helped to keep economy in balance.

   (NOTE: Use past history such as the slump in the economy after World War II. Use a foreign country to show how a crop failure can affect an economy, such as the wheat crop failure in Russia and the bolstering of our economy from selling wheat to Russia.)

9. On a map of the United States, point out the location of each one of the 12 Federal Reserve Banks.

10. Have the student discuss how the federal government controls the nation's money supply with the use of Federal Reserve Notes.

    (NOTE: Use TRANSPARENCY 5--FEDERAL RESERVE NOTE and have the student look at actual paper currency for a comparison.)

11. Have the student give a personal example of how today's inflation has and is affecting inflation.

12. Have the student discuss how employment helps to keep track of our economy. Give an example for each one of the five changes in employment.

13. Use ASSIGNMENT SHEET 4--UNDERSTANDING OUR FREE ENTERPRISE ECONOMIC SYSTEM to reinforce this area of information.

III. Answers to assignment sheets.

   A. Some of the assignment sheets will vary according to training and should be graded individually.

   B. Some assignment sheets will not have specific answers but will depend on student participation.

IV. Unit Test

   A. The test is divided into 4 parts.

      1. Each part covers one information sheet.

      2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

   1. Give each part of the test after the student has completed the information in one information area or sheet.

   2. Give the entire test upon completion of all the information and assignment sheets.

   3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information areas or sheets added to the unit.

V. Answers to unit tests.

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. The Advertising Council and the U. S. Department of Commerce in cooperation with the U. S. Department of Labor. The American Economic System. . . and your part in it. Pueblo: Public Documents Distribution Center. 1976.

B. U. S. News and World Report. "The ABC's of How Our Economy Works." Washington: U. S. News & World Report, Inc., Vol. LXXIV, No. 17. May 1, 1978.

C. Group Instruction for Cooperative Programs. "Section H. Economics." Stillwater: State Department for Vocational and Technical Education. 1978.

D. Gooch, Bill G.; Carrier, Lois and Huck, John. Work: Pathway To Independence. Chicago: American Technical Society. 1979

FREE ENTERPRISE

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet 1

Across

3. free enterprise
6. technology
9. productivity
10. fixed incomes
12. socialism
17. consumers
18. producers

Down

1. cost of living
2. supply
4. economic system
5. profit
7. capitalism
8. GNP
11. standard
13. inflation
14. market
15. communism
16. spiral

Assignment Sheet 2

Evaluated to the satisfaction of the instructor.

Assignment Sheet 3

A. Soc. 1.
Cap. 2.
Com. 3.
Com. 4.
Cap. 5.
Soc. 6.
Soc. 7.
Cap. 8.
Com. 9.
Cap. 10.

B. Evaluated to the satisfaction of the instructor.

C. 1. Yes

2. Yes

3. No

4. No

5. Yes

6. Yes

7. No

8. Yes

9. No

10. Yes

Assignment Sheet 4

A. 1. i

2. f

3. b

4. h

5. c

6. d

7. a

8. g

9. e

B., C., and D. Evaluated to the satisfaction of the instructor.

UNIT IX

FREE ENTERPRISE

ANSWERS TO TESTS

Part 1

1. Market
2. Communism
3. Capitalism
4. Socialism
5. Technology
6. Demand
7. (GNP) Gross National Product
8. Supply
9. Inflation
10. Cost-of-Living-Clause

Part 2

1. a. labor: factory workers, farmers engineer, etc.
   b. national resources: water, oil lumber, land, etc.
   c. basic tools: tools, buildings, money, machines, etc.

2. a. ✓
   b. ____
   c. ____
   d. ✓
   e. ✓
   f. ____
   g. ✓
   h. ____

3. c. consumers
   e. producers
   h. government

Part 3

1. a. 3
   b. 1
   c. 2

2. a. 6
   b. 5
   c. 4
   d. 3
   e. 2
   f. 1

Part 4

1. a. profit
   b. rights of the people
   c. ownership of private property
   d. Competition
   e. free market

2. a. Gross National Product
   b. Consumer Price Index
   c. Wage and price spiral

3. a. True
   b. True
   c. True
   d. False
   e. True
   f. False
   g. True
   h. False
   i. True
   j. True

UNIT IX

FREE ENTERPRISE

INFORMATION SHEET 1--TERMS AND DEFINITIONS

A. Capitalism--Economic and political system in which the people privately own goods and investments and where the production, distribution, and sale of goods is based on competition in a free market.

(NOTE: Capitalism is interchangeable with the term free enterprise.)

B. Capital resources--The basic "tools" used to change raw materials into goods and services.

C. Communism--Economic and political system in which the government owns and controls all private and state means of production and distributes economic goods among the people as needed. There is no private or state ownership in a communistic society.

D. Consumer Price Index (CPI)--The prices consumers pay for goods and services over a set period of time.

E. Cost-of-Living Clause--Part of a contract between a company and its workers that states each time the consumer price index increases, their wages automatically rise.

F. Demand--Amount of goods and services a customer will want to buy.

G. Economic system--An organized system whereby people consume, produce, and distribute goods and services to try to satisfy their needs and wants.

H. Exception--A special time, a case when the rule does not apply and both sides agree on the outcome.

I. Federal Reserve Bank--A system of 12 regional banks set up under the Federal Reserve System to control and to hold reserves of paper money and coins for issue to other banks.

J. Fixed Income--A set amount of money received each week, month, or pay period, regardless of inflation.

K. Free Enterprise--System in which most production is done by privately owned business and individual citizens.

L. Gross National Product (GNP)--The market value of a nation's total output of goods and services.

M. Inflation--A rise in general prices over a period of time; it is associated with an increase in the supply of money.

N. Labor force--All people 16 years or older employed as civilians laboring more than 15 hours a week for wages. Also those workers who are unemployed and the armed forces.

O. Market--An activity in which buyers and sellers come together for the purpose of private purchase and sale.

P. Productivity--The rate and amount of industrial goods and services being completed. Usually measured in terms of output per person.

Q. Profit--Money remaining after all costs of operating a business are paid.

R. Socialism--Economic and political system in which there is collective or governmental ownership and control of most means of production and distribution of goods.

S. Standard--Something set up for the measure of quality. A standard serves as a model or example.

T. Supply--Amount of goods and services that will be offered for sale.

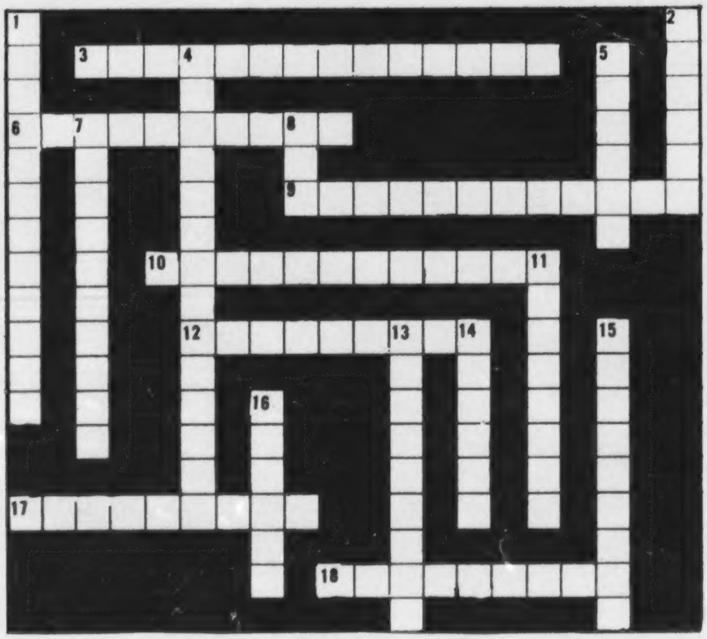
U. Technology--Applying service for the practical purpose of producing more and better goods and services for industrial uses.

V. Wage and Price Spiral--Workers get a wage increase and the company they work for raises its prices to pay for the wage increase.

UNIT IX

FREE ENTERPRISE

ASSIGNMENT SHEET 1--ECONOMICS CROSSWORD PUZZLE



ACROSS:

3. A system in which most production is done by privately owned business or by individual citizens
6. Applying science to produce more and better goods and services.
9. The rate and amount of industrial goods and services being completed.
10. The set amount of money people receive each week or month, regardless of inflation.
11. A model or example set up to measure quality.
12. A type of economic and political system in which there is collective ownership and control of production and distribution of goods.
17. The user of goods produced.
18. Those who make goods and services to sell for profit.

DOWN:

1. A clause in a contract that provides for wage raises when the consumer price index rises.
2. The amountof goods and services offered for sale.

DOWN:

4. An organized way in which people produce, distribute, and consume goods.
5. The amount of money left after paying costs of operating a business.
7. An economic and political system in which people own goods and investments, and business competition is based on a free market.
8. The abbreviation for the market value of a nation's total output of goods and services.
13. A rise in the prices of everything over a period of time.
14. An activity in which buyers and sellers come together to privately buy or sell goods
15. A type of economic and political system in which the government owns and controls all production and distribution.
16. A situation in which the workers get a raise in wages, then the producer raises prices to pay for the wage raise, and so on.

UNIT IX

FREE ENTERPRISE

TEST PART 1

Identify 10 terms and definitions associated with economics by filling in the sentences with the correct word found in the list below.

Capitalistic
Communism
Cost-of-Living Clause
Demand
(GNP) Gross National Product
Inflation
Market
Socialism
Supply
Technology

1. A place where buyers and sellers come together is called a _______________.

2. _________________ is an economic and political system in which the leaders control all property and production.

3. Where people privately own goods and investments and where the production, distribution and sale of goods are based on competition in a free market are part of a __________________ economic and political system.

4. A collective or governmental ownership and control of most means of production and distribution of goods in an economic system is called __________________.

5. ________________ is applying science for industrial uses in order to produce more and better goods and services.

6. _____________ is the amount of goods and services a customer will want to buy.

7. We call the market value of a nation's total output of goods and services the ___________________________________.

8. ________________ is the amount of goods and services that will be offered for sale.

9. A rise in general prices along with an increase in the money supply is ___________________________.

10. When an employee has a contract that states each time the prices increase, the wage will automatically increase, we say that this is a ______ ___ __________ __________ in the contract.

UNIT IX

FREE ENTERPRISE

INFORMATION SHEET 2--CHARACTERISTICS OF AN ECONOMIC SYSTEM

I. Necessary parts of an economic system.

(NOTE: Use of the nation's resources to meet human needs and wants.)

A. Labor--People with job skills who do the work.

EXAMPLE: Factory workers, farmers, engineers.

B. National resources--Raw materials used to make the things we need.

EXAMPLE: Water, oil, lumber, land.

C. Basic tools--Capital goods and other things used to make finished goods or provide services.

EXAMPLE: Tools, buildings, money, machines.

II. Decisions that must be made in an economic system.

A. What goods and services are to be produced.

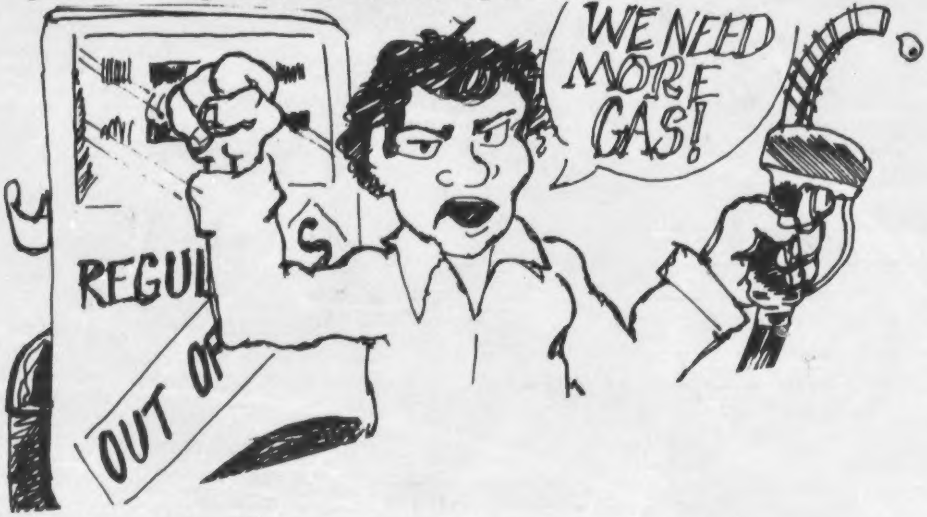
B. What resources will be used to produce goods.

C. Who will produce the goods.

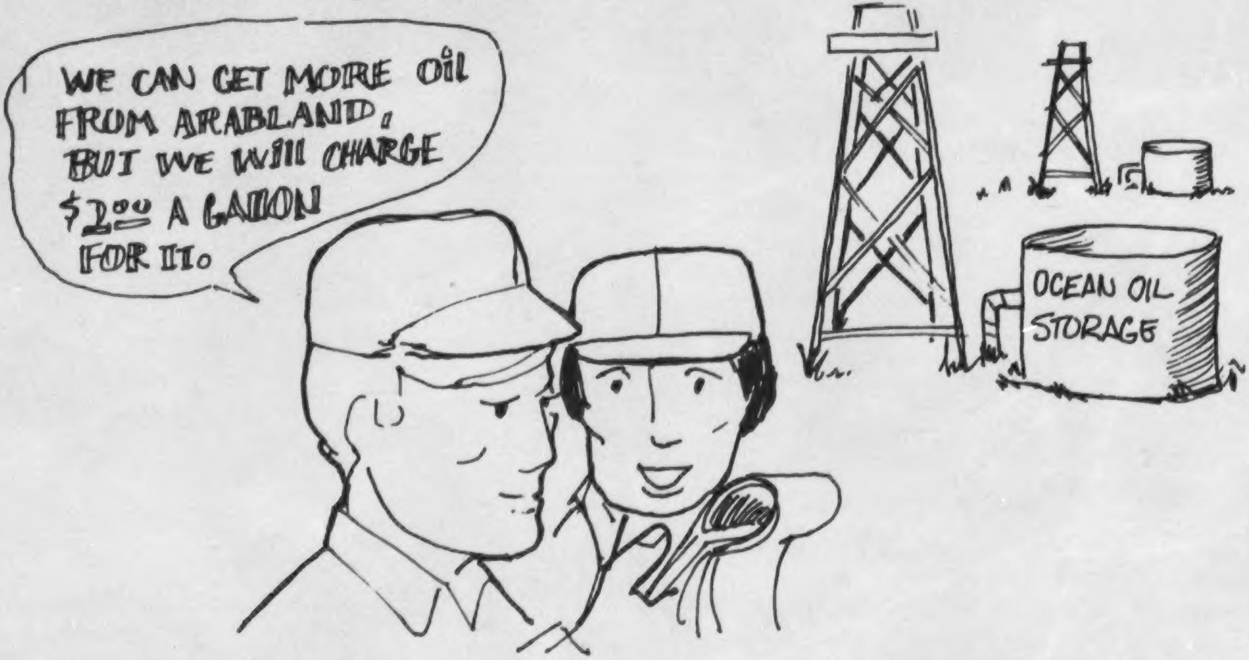
D. Who will use the goods.

III. Decision makers in an economic system.

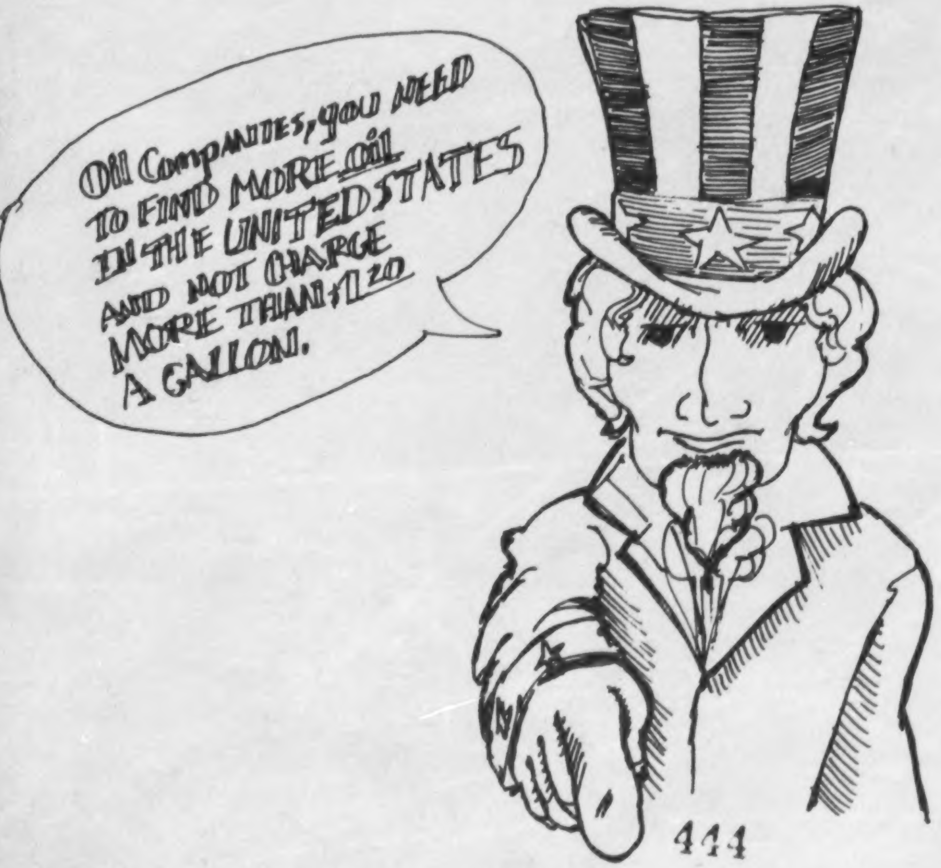
A. Consumers--Users of what is produced by the economic system.

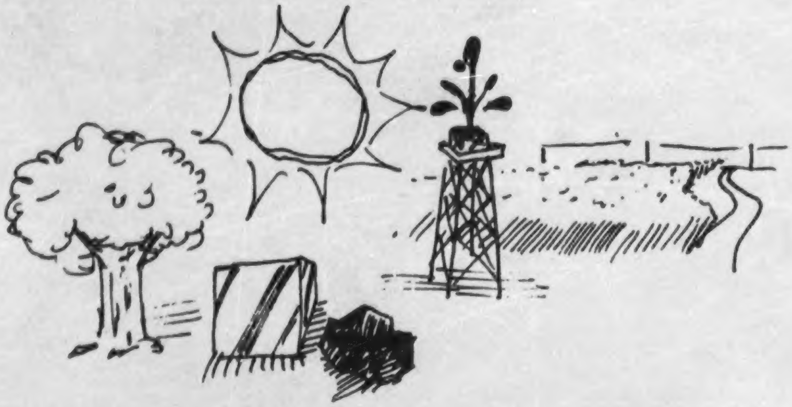


B. Producers--Those who make goods and seek profit from the sale of the goods.

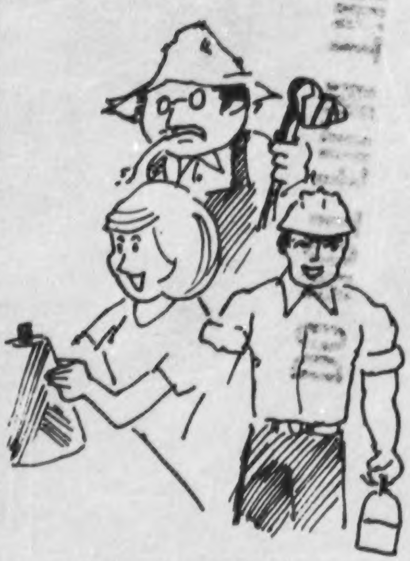

WE CAN GET MORE OIL FROM ARABLAND, BUT WE WILL CHARGE $2.00 A GALLON FOR IT.
OCEAN OIL STORAGE

C. Government--Federal, state, and local agencies that regulate safety, public welfare, and fair trade practices.

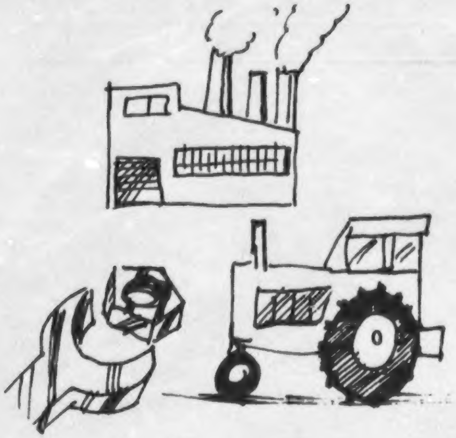

Oil Companies, you NEED to FIND MORE oil IN THE UNITED STATES AND NOT CHARGE MORE THAN $1.20 A GALLON.



NATURAL RESOURCES



LABOR



BASIC TOOLS (Capital goods)

NECESSARY PARTS OF AN ECONOMIC SYSTEM

TM-1

FREE ENTERPRISE

ASSIGNMENT SHEET 2--WHAT IS AN ECONOMIC SYSTEM?

A. Listed below are the three major parts of an economic system. Give two examples for each.

1. Labor: ____

2. National resources: ________________________________

3. Basic tools: _______________________________________

B. In a democratic, free enterprise economic system, it is important for the consumers, producers, and government to all make decisions about using natural resources, goods and services to be produced, who will produce them, and who will use them. List two reasons why it is necessary for the government to help make these decisions. (Hint: One reason would be to keep producers from selling food products which are dangerous to people's health.)

1. ____

____

____

____

2. ____

____

____

____

UNIT IX

FREE ENTERPRISE

TEST--PART 2

1. Identify the three necessary parts of an economic system from the list below. Give one example of each part.

   government
   labor
   movie theaters
   national resources
   clouds
   basic tools

   a. ____________________ Example: ____________________

   b. ____________________ Example: ____________________

   c. ____________________ Example: ____________________

2. Identify the four decisions that must be made in an economic system by putting a "✓" in front of the correct phrases.

   _____a. What goods and services are to be produced?

   _____b. Will the students go to school?

   _____c. Are go-carts safe for children?

   _____d. What resources will be used to produce the goods?

   _____e. Who will produce the goods?

   _____f. Will Thanksgiving come early this year?

   _____g. Who will use the goods?

   _____h. How will the goods be sold?

3. Identify the three decision makers in an economic system by circling the correct answers in the list of words below.

   a. people
   b. schools
   c. consumers
   d. foreigners
   e. producers
   f. children
   g. buildings
   h. government

FREE ENTERPRISE

INFORMATION SHEET 3--TYPES OF ECONOMIC SYSTEMS AND THINGS THAT MAKE THEM PRODUCTIVE

I. Three major types of economic systems in operation today.

  A. Capitalistic

    (NOTE: Free enterprise system.)

    EXAMPLE: United States

    1. Based on private ownership.
    2. Allows competition.
    3. Goods are produced for the purpose of gaining profit.
    4. Can only work in a democracy.

  B. Socialistic

    EXAMPLE: Great Britain

    1. Depends heavily on government to make economic decisions.
    2. Public interest is more important than private profit.
    3. Government controls major industries and resources.

       EXAMPLE: In England, the government controls all medicine and medical services.

    4. Allows some private ownership.
    5. Democracy can be a part of a socialist economy.

  C. Communistic

    EXAMPLE: Russia, Red China

    1. All production owned by the government.
    2. Government ruled by a single party.
    3. Allows no private ownership.
    4. Democracy cannot be a part of a communistic economy.

       (NOTE: Communism is also considered a political system.)

II. Six things that make a productive economic system.

A. Labor Force

1. Job skills that workers have developed.
2. Physical efforts put forth by workers.
3. Motivation of worker.

B. Capital Resources

(NOTE: The basic equipment of an economic system used to convert raw materials into goods and services.)

C. Technology

(NOTE: Technology is the application of science for the practical purpose of producing more and better goods and services for industrial uses.)

1. New raw materials becoming available.
2. New basic tools being developed.
3. New ways for producing goods being designed.

D. Organization

1. Effective management.
2. Resources that are put together correctly.

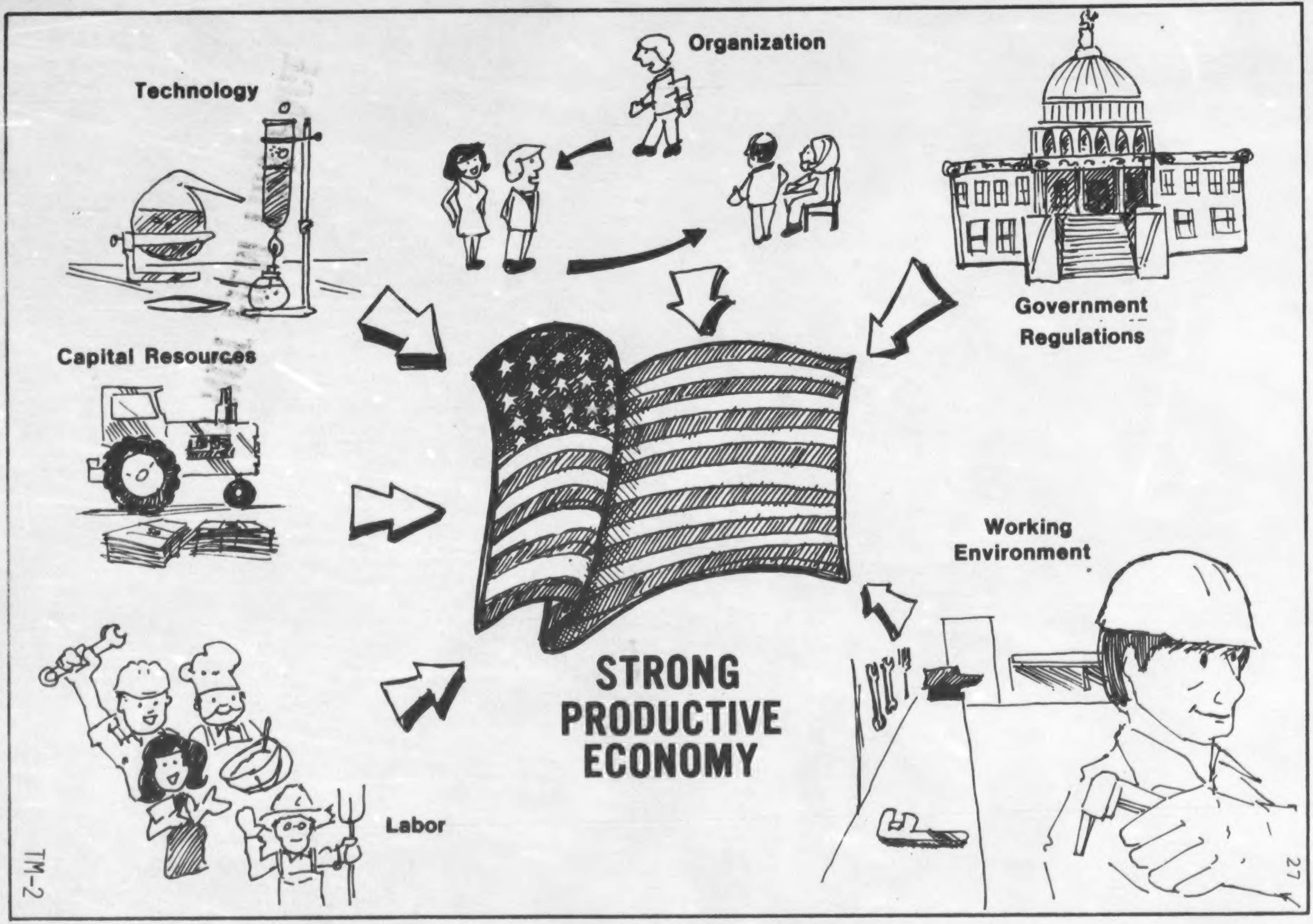
E. Government regulation

(NOTE: This actually applies only to a democratic, capitalistic economic system.)

1. Standards of quality that must be met.
2. Restrictions.
3. Consumer protection.
4. Fair trade practices.
5. Worker's rights and protection.

F. Working environment

1. Worker's attitude.
2. Safety and health practices.
3. Worker's compensation and benefits.


Organization
Technology
Government
Regulations
Capital Resources
Working
Environment
Labor
27

STRONG
PRODUCTIVE
ECONOMY

TM-2

FREE ENTERPRISE

ASSIGNMENT SHEET 3--WORKING IN DIFFERENT TYPES OF ECONOMIC SYSTEMS

A. Below is a list of characteristics for the three types of economic systems. Identify each characteristic with the correct type of economic system by placing either a "Cap" for capitalism, "Soc" for socialism, or "Com" for communism in front of each number.

____1. Public interest is more important than private profit.

____2. Goods are produced for the purpose of gaining profit.

____3. Allows no private ownership.

____4. Democracy cannot be a part of this economy.

____5. Allows competition

____6. Public interest is more important than private profit.

____7. Depends heavily on government to make economic decisions.

____8. Based on private ownership

____9. All production is owned by the government.

___10. Can only work in a democracy.

B. In the United States, we work in a democratic, free enterprise economic system. Describe how it might be to work in the economic systems found below.

Communist system ______________________________

____

____

____

____

Socialist system ______________________________

____

____

____

____

C. There are several things that help make a productive economic system. These are the labor force, capital resources, technology, organization, government regulation, and working environment. Determine which of the following statements describes things that help productivity in an economic system by writing "Yes" or "No" in the blanks.

_____1. A new way for getting oil out of shallow land has been discovered.

_____2. The local vocational education center is teaching students job skills required of a welder.

_____3. A shoe factory has recently dropped all health benefits for their employees.

_____4. An airplane factory does not have enough work to keep all of the employees busy.

_____5. A new oven called the "microwave oven" was designed to cook foods faster.

_____6. The federal government made a rule that required all factories to have pollution control devices on smokestacks.

_____7. At a meat packing plant, there is little ventilation in the butcher room. Frequently, the workers must leave work early because of the smell and heat.

_____8. At a sewing factory, the workers are motivated to produce more since now they not only earn a salary but also earn 10¢ for every garment they sew.

_____9. Despite several years of research, industrial scientists have still not discovered a cheaper way to produce energy.

____10. The federal labor bureau has ruled that workers should not be required to work more than 8 hours a day and get two 15-minute breaks during the day.

UNIT IX

FREE ENTERPRISE

TEST PART 3

1. Match the three major economic systems in operation today with the statement which best defines it.

_____a. In this system, the government is ruled by a single party, all production is owned by the government, and there can be no private ownership.

_____b. In this system, some private ownership is allowed, democracy can be a part of the system, there is government control over the major industries and resources an public interest is more important than private profit.

_____c. This system is based on private ownership, competition is allowed, and goods are produced for the purpose of gaining profit, and it can only work in a democracy.

1. Socialism
2. Capitalism (Free Enterprise)
3. Communism

2. Point out examples of the six things that make an ecomonic system productive by writing the number of each example in the correct blank on the left.

_____a. Labor force
_____b. Capital resources
_____c. Technology
_____d. Organization
_____e. Government regulation
_____f. Working environment

1. Safety practices
2. Worker's rights
3. Effective management
4. New ways of producing goods
5. Basic equipment to convert raw materials into goods
6. Workers with job skills

UNIT IX

FREE ENTERPRISE

INFORMATION SHEET 4--THINGS TO KNOW ABOUT OUR ECONOMIC SYSTEM IN AMERICA

I. Major factors in our free enterprise economic system.

   A. Ownership of private property

      1. A legal right to own personal property.
      2. The right to own factories, offices, and stores.
      3. The right to own natural resources.

   B. Profit

      1. Individuals wanting to use their resources to earn money.
      2. Profit leads to economic development.
      3. Profit can make producers want to do new jobs and do them well.

   C. Rights of the people

      1. To develop own business.
      2. To run the business.
      3. To operate in an open economy.
      4. To make a profit from the business.

      (NOTE: Free Enterprise is the basis of a capitalistic economy system. However, exceptions to these rights can be made when goods and services are critical to the welfare of the nation.)

   D. Completion can create:

      1. The development of new or improved goods and services.
      2. Efficient use of resources.
      3. Opening of more new businesses.
      4. Price reductions.
      5. New jobs.

   E. Free Market

      1. Market that is not under government control.

2. People may produce what they think they can sell.

3. People may make profits, but also must accept losses that may occur.

4. Consumer has a broad choice from which to choose.

II. Things that keep track of our economy

A. Gross National Product (GNP) is the total output of:

1. Goods and services purchased by consumers.

2. Business investments by individuals and groups of people.

3. Goods and services purchased by the United States government.

4. Goods and services exported to other countries.

B. Consumer Price Index (CPI)

(NOTE: May be referred to as Cost-of-Living Index)

1. How much can be bought with the money earned over a set period of time.

2. Some workers have cost-of-living clauses in their employment contracts.

3. Some people have fixed incomes.

C. Wage and price spiral

1. Worker asks for and receives higher wages.

2. Company raises its prices on goods and services to meet cost of higher wages.

3. Worker in turn must spend more money on goods and services and again asks for higher wages.

4. Thus, the spiral of increasing wages and prices continues.

III. Things that keep the free enterprise economy in balance

A. The law of supply and demand

1. Determines how much of the goods and services are produced.

2. Determines how goods and services are distributed.

3. Affects the price of goods and services.

4. Affects employment in our economy.

B. Changes in our economy

1. The way people spend their money.

2. Creation of new technologies to improve goods and services.

3. Amount of money available for investment.

4. Crop failures.

5. Wars.

6. Confidence of the people in our economy.

(NOTE: Confidence of the people in the economy is shown when spending is up because people feel good about the future.)

C. Taxing and spending policies of the federal government

1. Federal spending is increased when public spending is low.

2. Federal spending is decreased when public spending is high.

3. Federal tax cuts are used to stimulate the economy in times of recession.

(NOTE: Federal spending and taxes are regulated by the amount of money legislation approves.)

D. Money policy of the federal government

1. Federal Reserve controls our nation's money supply.

(NOTE: The Federal Reserve is a system of 12 banks across the nation that issue paper money and coins to other banks.)

2. Federal Reserve makes more money available when spending is thought to be too low.

3. Federal Reserve makes less money availabe when spending is thought to be too high.

(NOTE: The Federal Reserve is "the banker's bank.")

E. Inflation

(NOTE: In a free enterprise, prices tend to rise with improvement in goods and services.)

1. Occurs when prices increase and there is no improvement in goods and services.

2. Results in consumer's money buying fewer goods and services.

3. Has three basic causes:

   a. Heavy consumer spending on goods and services.

   b. Cost of production increases and producers try to maintain profit levels.

   c. Lack of competition between producers.

   (NOTE: Inflation is a constant problem in economic systems that are not based on free enterprise economics.)

F. Employment

1. Natural growth and development causes major shifts in employment.

2. Changes in demand for goods and services result in unemployment for various periods of time.

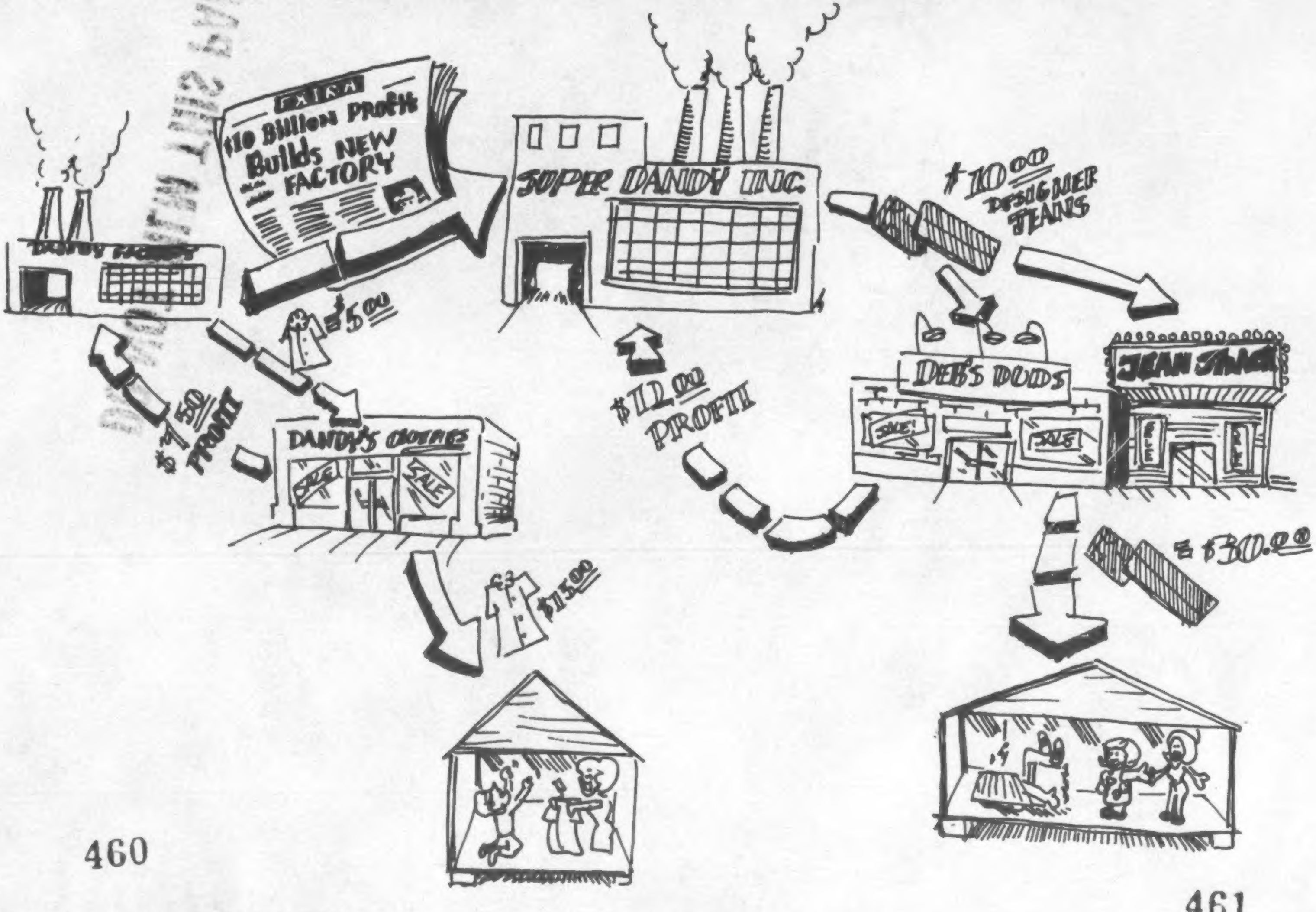
3. New jobs are caused by shifts in the demand for goods and services.

4. The work force must continually adjust to these changes in demand.

5. Business, government, and labor organizations help people adjust to changing job conditions.

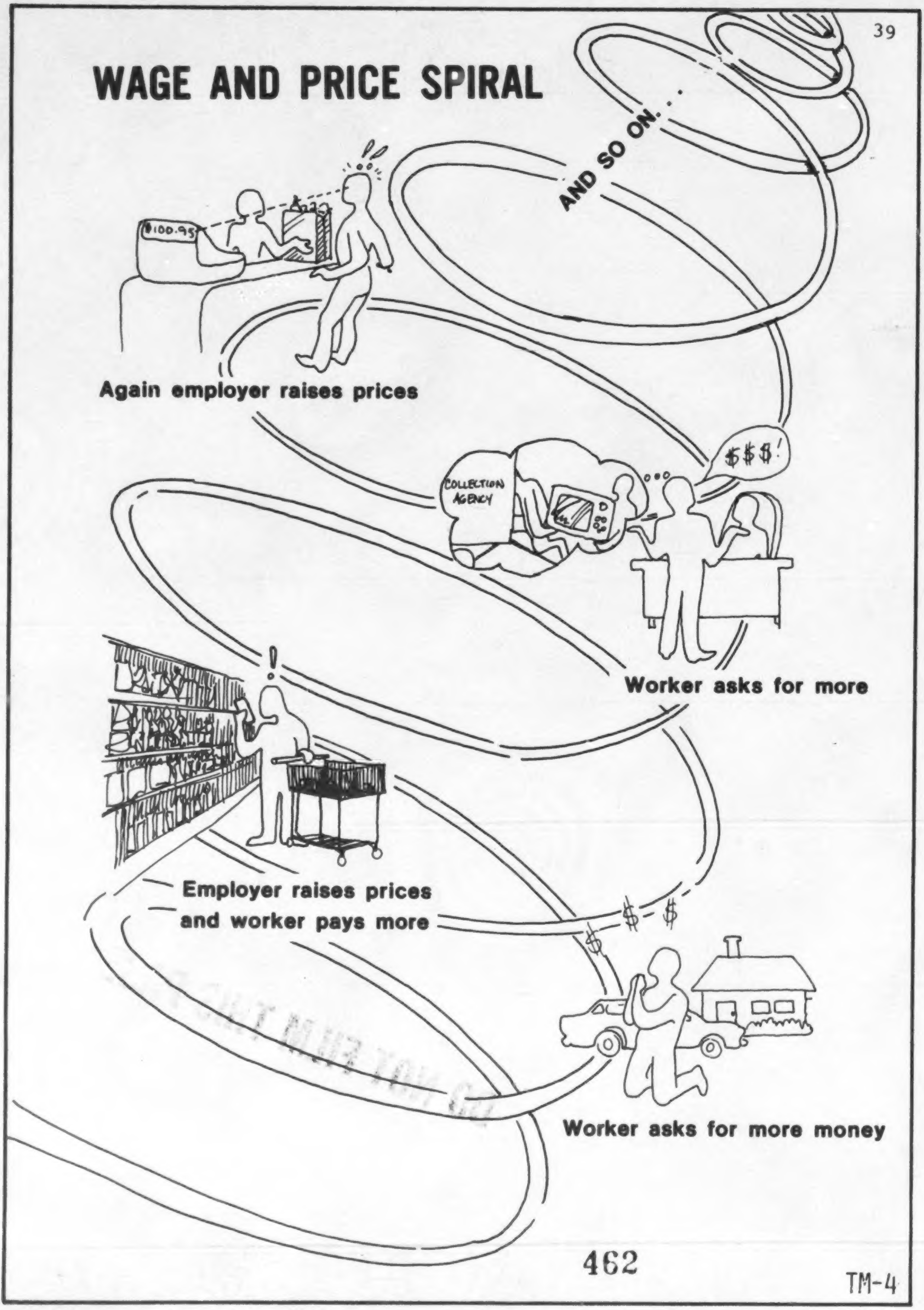
   (NOTE: Employment is the key factor in a balanced economy.)

HOW PROFIT AND COMPETITION HELP THE FLOW OF GOODS AND SERVICES IN A FREE MARKET


DANDY FACTORY
EXTRA
$10 Billion Profit Builds NEW FACTORY
= $5.00
$7.50 PROFIT
DANDY'S CLOTHES
SALE
SALE
$15.00
SUPER DANDY INC.
$12.00 PROFIT
$10.00 DESIGNER JEANS
DEB'S DUDS
SALE!
SALE
SALE
SALE
= $30.00

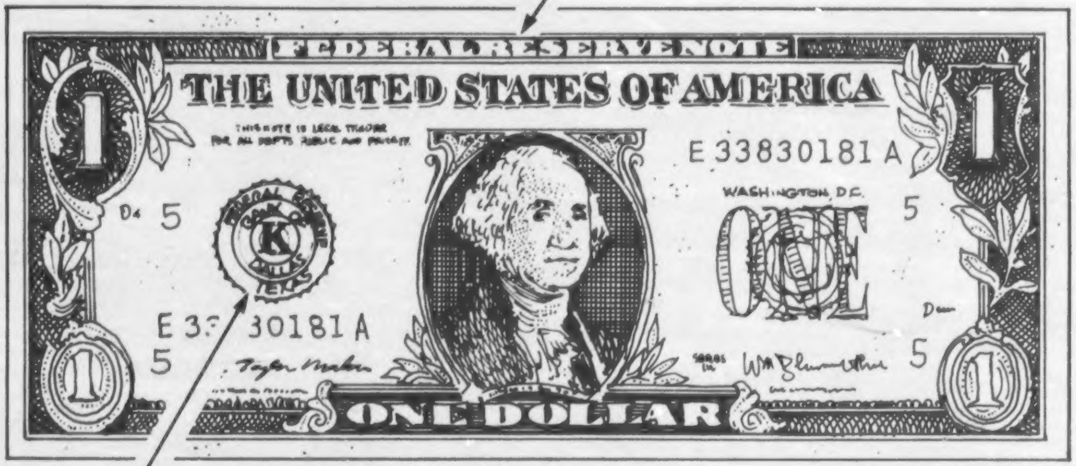
TM 3

WAGE AND PRICE SPIRAL


AND SO ON. . .
$100.95
Again employer raises prices
$$$!
COLLECTION AGENCY
Worker asks for more
Employer raises prices and worker pays more
$ $ $
Worker asks for more money

FEDERAL RESERVE NOTE

Identification that dollar bill is a federal reserve note


FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
THIS NOTE IS LEGAL TENDER FOR ALL DEBTS PUBLIC AND PRIVATE
E 33830181 A
WASHINGTON, D.C.
FEDERAL RESERVE BANK DALLAS TEXAS
K
D4
5
ONE
E 33830181 A
1
ONE DOLLAR

Location of federal reserve bank (one of twelve banks in U.S.)

464

463

UNIT IX

FREE ENTERPRISE

ASSIGNMENT SHEET 4--UNDERSTANDING OUR FREE ENTERPRISE ECONOMIC SYSTEM

A. Complete the sentences below by choosing the correct word from the list.

a. government

b. free enterprise

c. profit

d. improved goods and services

e. a right

f. natural resources

g. free market

h. consumer

i. competition

_____1. ________ creates more new businesses and job, and reduces prices of goods.

_____2. In America, we have a right to own _______ _________.

_____3. The basis of a capitalistic economy, except when goods and services are critical to the welfare of the nation, is called ____________.

_____4. In a free market, the ________ has a broad choice of goods from which to choose.

_____5. _______ leads to economic development and can make people want to do a job well.

_____6. Competition can create the development of ____ __ ____.

_____7. In America, the factories, offices, and stores are not owned by the _____________.

_____8. People produce what they think they can sell; sometimes they make profits and sometimes they lose profits in a ______ _______.

_____9. In a capitalistic economy, you have _______ to start and run your own business.

B. Look up the definition of the economic term below in INFOMATION SHEET 1. Write the definition in the space below.

Wage and price spiral: ____

____

____

____

C. Look carefully at the definition in B. Make a drawing of how you picture a wage and price spiral would look on paper. Use your imagination and the example you have seen.

D. The United States is experiencing a period of inflation in the economy. Using the information given in INFORMATION SHEET 4 on Inflation, explain why you think the United States is in an inflationary period.

The United States is in an inflationary period today because ____

____

____

____

____

UNIT IX

FREE ENTERPRISE

TEST PART 4

1. Identify the five major free enterprise factors in our economic system by completing the sentences, using the words listed below which describes the factor.

Profit	Rights of the people
Free Market	Competition
Ownership of private property	

a. When individuals want to use their resources to earn money, this is called ___________________.

b. A right to develop your own business, run it, operate it in an open economy, and make a profit from it is called the ______________ in a free enterprise.

c. In America, we have a legal right to own factories, offices, stores, and businesses; this is called __________________.

d. ______________ can create the development of new or improved goods and services.

e. In a ___________, people produce what they think they can sell; they make profits; but also accept any losses that may occur.

2. Name three things that keep track of our free enterprise economy by filling in the blanks in the sentences.

a. The total output of goods and services purchased by consumers and the United States government, goods and services that are exported, and business investments by individuals and groups of people, usually referred to as GNP, is called the ________ ____________ ____________.

b. How much you can buy with the money you earn over a set period of time, usually referred to as CIP, is called the _________ ______________ ________________.

c. When a worker asks for and receives higher wages and then the company raises its prices on goods and services to pay for the worker's higher wages, this creates the beginning of a _________ __________ and ____________ ____________.

3. Answer the statements below that describe things that keep our free enterprise economy in balance by writing TRUE or FALSE in the blanks.

_____a. Crop failures can cause a change in our economy.

_____b. Federal spending is increased when public spending is low.

_____c. Federal Reserve System is "the banker's bank."

_____d. During times of inflation, the dollar will buy more goods and services.

_____e. The law of supply and demand affects the price of goods and services.

_____f. Employment is not that important to a balanced economy.

_____g. New jobs are caused by shifts in the demand for goods and services.

_____h. Tight spending on goods and services causes inflation.

_____i. Creation of new technologies cause changes in our economy.

_____j. The law of supply and demand affects the employment in our economy.